Niveau(x) d'enseignement: 4 Numéro EDUQ : 6970053
Centre d'intérêt: 705

Career choice education : educational and vocational information and knowledge of the labour market : secondary I to secondary V / Direction générale des programmes. Direction de la formation générale ; [translated by Shelly Gaffe ... et al.]. -- [Québec] : Ministère de l'éducation, c1985.
190 p. ; 28 cm. -- (Curriculum guide / Ministère de l'éducation du Québec. Direction générale des programmes. Secondary school)

Code: 16-3601A ; 8889-1097.

ISBN 2-550-14645-X

Vedette(s)-secondaire(s): Québec (Province). Ministère de l'éducation. Direction de la formation générale

Descripteur(s): Préparation à une carrière * Information professionnelle * Information scolaire * Méthode d'enseignement * Guide pédagogique * Secondaire (Ordre d'enseignement)

Le guide est un instrument pratique qui complète le programme de la formation au choix de carrière pour les élèves du secondaire. Il fournit une information qui peut aider les enseignants à implanter le programme; il veut aussi les encourager à intégrer leur propre créativité dans les méthodes d'enseignement. Il comprend trois chapitres. Le premier présente l'information sur la méthode d'enseignement présentée dans le programme. Les concepts d'apprentissage expérientiel et la base de la méthode d'enseignement sont expliqués: on définit le cadre conceptuel, on explique comment formuler les objectifs de comportement et on indique les deux taxonomies qui ont servi à choisir les verbes d'action et les attitudes. Le deuxième chapitre présente la méthode d'enseignement. Cette méthode fournit quelques indications pour l'enseignement et l'évaluation d'un groupe d'etudiants. Au chapitre troisième, un tableau-résumé pour chaque niveau présente une version détaillée du contenu du programme. L'information complémentaire qui est présentée dans 116 unités, chacune correspondant à un objectif terminal du programme, veut aider les enseignants dans la préparation de leurs cours.

Type de document: d

Curriculum Guide

SECONDARY SCHOOL

CAREER CHOICE EDUCATION
(Educational and vocational information and knowledge of the labour market)

SECONDARY I TO SECONDARY V

Québec

Curriculum Guide

SECONDARY SCHOOL

CAREER CHOICE EDUCATION (Educational and vocational information and knowledge of the labour market)

SECONDARY I TO SECONDARY V

EDUQ
8970053

Direction générale des programmes
Direction de la formation générale

Translated by Shelley Gaffe with the assistance of other members of the Education Development in the English Language translation team, ministère de l'Éducation. Subsequent adaptations to the original text were based on suggestions from Anglophone educators.

Approved by the Comité protestant and the Comité catholique of the Conseil supérieur de l'éducation on March 26 and April 21, 22 and 23, 1982.

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Ministère de l'Éducation, 1988

ISBN 2-550-14685-X

Legal Deposit - Third Quarter 1988
Bibliothèque nationale du Québec

TABLE OF CONTENTS

Page

INTRODUCTION 1

CHAPTER 1 TEACHING PROCESS: "EXPERIENTIAL LEARNING" 3
  1.1 Conceptual Framework Underlying the Teaching Process 5
  1.2 Formulation of Behavioural Objectives (Intermediate Objectives) 8
  References 11

CHAPTER 2 METHODOLOGICAL PROCESS: DEVELOPMENT OF A LEARNING SITUATION IN FOUR STAGES 13
  2.1 Detailed Presentation of Stage I of the Methodological Process 22
  Methodological Process: Sample, Unit 1.121 24
  2.2 Attitudes Represented by the Ideograms 25
  2.3 Codification of the Terminal Objectives 26

CHAPTER 3: SEQUENTIAL PRESENTATION OF THE UNITS AND SUMMARY TABLES 29
  3.1 Vertical and Horizontal Programming Tables of the Units (Modules and Unit Titles with Summary of Related Content) 33
    Secondary I 63
    Secondary II 95
    Secondary III 131
    Secondary IV 163
    Secondary V ....

INTRODUCTION
Presentation of the Guide With Respect to the Program

This curriculum guide is intended as a practical instrument that is complementary to the Career Choice Education program for secondary students.

The guide begins with information regarding the teaching process presented in the program. Concepts pertaining to "experiential learning," the basis of the teaching process, are explained in terms of the following:

- the conceptual framework
- the formulation of behavioural objectives (taking into account both affective and cognitive aspects)
- the two taxonomies on which the choice of action verbs and attitudes is based

In Chapter 2, the methodological process is presented. This process provides guidelines for learning contexts that will facilitate teaching and evaluating a group of students. Each stage of the process is described individually. The practical methods suggested are supported by the theories developed by a number of authors.

In Chapter 3, the summary table for each level provides a more detailed version of the program content. Supplementary information presented in 116 units, each corresponding to one of the program's terminal objectives, may further assist teachers in classroom preparation.

In summary, this guide is intended as practical support for teachers. It provides information that may assist them in implementing the program and also encourages them to integrate their own input and creativity into their teaching methods.

CHAPTER 1

TEACHING PROCESS: "EXPERIENTIAL LEARNING"

The Career Choice Education program is intended for teaching as well as learning. It is therefore recommended that teachers and students work in groups so as to evolve a complete range of subjects for discussion during the career choice process.

The teaching process is designed to be "student-centered," or focused entirely on the student. Through appropriate educational activities, students learn to interpret both the cognitive and the affective aspects of their many daily experiences.

In other words, the teaching process is based on the student's own experience so that the student will grow and develop toward a "vocational" maturity.[1] The program emphasizes **experiential learning** to achieve this goal. With the aid of tables that illustrate the conceptual framework underlying the teaching process, the elements that comprise the process are discussed below.

1.1 Conceptual Framework Underlying the Teaching Process

Basic Concepts of the Program

Three different yet complementary concepts have served as the basis on which the program was developed. Together they constitute the three major axes on which the psychopedagogical activities are based.

a) The concept of the student as an **individual**
Students are viewed as unique beings, evolving simultaneously toward maturity on the affective, cognitive and psychomotor levels. This growth is achieved through the students' discovery of their sense of self and their environment, and through their interpretation of their own experiences and insights. The program also takes into account the fact that students have plans to develop according to the choices they must make, and that they themselves are undergoing development. In other words, students are growing individuals who adopt ideas that conform to their values and emerging needs, ideas that are given concrete expression in their life by the direction they take.

---

[1] Vocational: word used in a new way when considering the student's process of orientation. "Vocational" designates the dimensions of a person's professional identity which evolves over a lifetime.

b) The concept of society as **environment**
Individuals evolve in various environments such as the family, social, school, and cultural milieus, with which they are constantly interacting. Tasks arise from these milieus; if the students perform them successfully, they are rewarded by the opportunity of playing roles and attaining a certain status. In other words, students are considered as active participants in these milieus, which should therefore be stimulating and motivating, so that the students are able to reach their ultimate development potential.

c) The concept of **student-teacher interaction**
As the students cannot be "left to their own devices since they might not reach their full potential,"* the activity should aim to fulfill the students, to mobilize their resources and to help them realize their potential. They are further encouraged to discover their sense of self and to become familiar with the opportunities offered by society. In this way students are able to take control of their own life and to progress rationally through the various stages of their development.

CONCEPTUAL FRAMEWORK

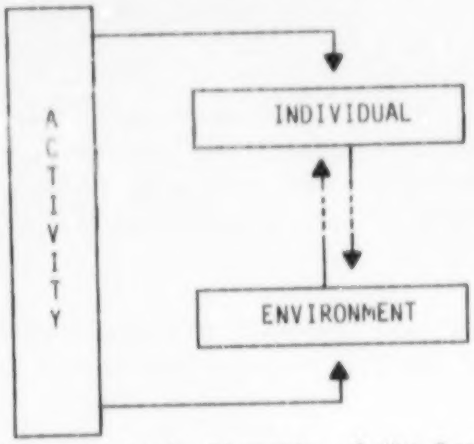

Figure 1: Basic Elements of the Program

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* Québec, ministère de l'Éducation, **The Schools of Québec, Policy Statement and Plan of Action** (Québec: ministère de l'Éducation, 1979), p. 82.

The Systemic Approach

In order to achieve a total and comprehensive understanding of the student (the affective, cognitive and psychomotor levels considered as an integrated whole) teachers are encouraged to apply the systemic approach[2]. In this approach, the human being is considered a system. By definition, according to this approach, a system is a whole composed of elements in dynamic interaction, organized around a goal.

As complete beings individuals attempt to meet goals, according to physical needs, by interacting with the environment (society) in which they are evolving. Both society, with its demands and expectations, and the students' own needs to act of their own accord, motivate them to adopt behaviours of adaptation.

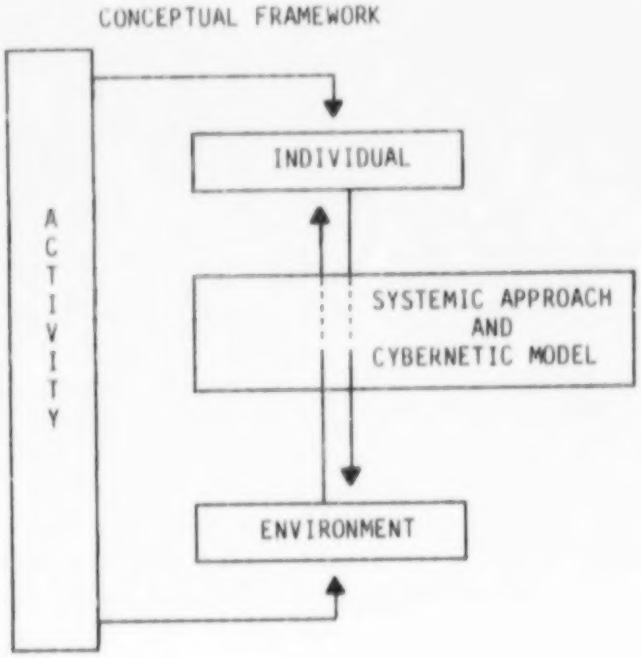

CONCEPTUAL FRAMEWORK
ACTIVITY
INDIVIDUAL
SYSTEMIC APPROACH AND CYBERNETIC MODEL
ENVIRONMENT

Figure 2: Conceptual Framework

The Cybernetic Model

After the interactions between the individual and his/her environment are analyzed, the most important structures, operations, means of correlation as well as the limits of the system become apparent. Once these data have been compiled, they may be transferred to a diagram, or cybernetic model, so that the complex information may be represented more clearly. The cybernetic model establishes the terms of the interdependent relationships between the various structures of the system, and indicates as well the directions of the information flow. The model makes it possible in fact to create a framework that highlights all aspects of an individual as he/she interacts with, influences, and is in turn influenced by his/her environment.

As shown in Figures 1 and 2, new concepts in education, as well as the complex types of interaction between an individual and his/her environment, are shown graphically in a conceptual framework serving as a basis for student-teacher activities.[3]

1.2 Formulation of Behavioural Objectives (Intermediate Objectives)

The global objective of the program focuses on "enabling students to make intelligent educational and vocational choices... the ultimate purpose being self-realization." Students will achieve this goal to the extent that they learn to process cognitively and affectively the vast amount of information with which they are confronted, mastering and integrating it into each step of the decision-making process. The manner in which the students perform the tasks involved in each step of this process is translated into observable behaviours. These behaviours are, nevertheless, themselves the external manifestation and the extension of inner activities, which are occurring internally, within the students.

In summary, the program seeks to activate the students' continuous use of cognitive and affective skills, both those at their disposal and those that they may acquire. These skills and attitudes are translated into anticipated behaviours, specifically formulated as the program's intermediate objectives. Reaching the intermediate objectives enables the students subsequently to reach the terminal objectives, and ultimately, to reach the program's general objectives of the modules.[4] As concerns the affective and cognitive control structures, which govern the system's inner conduct and contribute to its external conduct according to the cybernetic model, the intermediate objectives specify both types of behaviours, one in terms of the cognitive dimension, and the other in terms of the affective dimension.

A. Cognitive Dimension

Cognitive or intellectual activity involves the use of a combination of cognitive skills and strategies. All such activity can be externalized, or manifested in various modes of behaviour. These modes of behaviour, which can be observed, measured, and sometimes quantified, are to a certain extent the external expression of an internal mental activity. Consequently, in the program all the action verbs describing specific types of behaviour refer, in some way, to the intellectual activities behind them.

The choice of these action verbs is based on a taxonomy according to which verbs correspond on a vertical scale, to an increasingly complex level of cognitive and affective activities.

Groups of mental operations (cognitive skills) that are similar combine to form modes of thought. Modes of thought are actually groupings of various mental operations (cognitive skills) on the basis of affinity. Each task in the decision-making process is based on the premise that the students will master one mode of thought before proceeding to the next. (See also **Career Choice Education, Secondary I to Secondary V**, p. 18, for a description of the "Criterion of Hierarchy.")

B. Affective Dimension

Affective activity involves personal feelings, emotions, beliefs or values, reflected in behaviours known as "attitudes." Students become motivated to collect, organize, analyze and integrate information when they can personally relate to it, or relate it to their own experiences, attitudes and personality. Teachers should therefore take their students' personalities into account when trying to motivate them. To assist teachers in this task, each objective includes an affective aspect which may be translated by affective behaviours (attitudes.) Attitudes shape individuals' ways of being, acting and reacting, and enable them to interpret their perceptions and experiences by giving them meaning.[5]

Attitudes usually precede actions, as do thoughts, and are therefore closely linked with modes of thought. As has been previously noted, modes of thought are actually groupings of similar cognitive skills. All tasks in the decision-making process are arranged in order of increasing difficulty, so that students will master one group before proceeding to the next.

Tasks in the decision-making process	Modes of thought
Exploring	Creative Thinking
Crystallizing	Conceptual Thinking
Specifying	Critical Thinking
Implementing	Relational Thinking

EXPLORING (Creative Thinking)	
Action Verbs	Attitudes
To observe	Openness
To question	Awareness
To describe	Curiosity
To identify	Tolerance
To define	Hypothesis*
To imagine...	Imagination

CRYSTALLIZING (Conceptual Thinking)	
Action Verbs	Attitudes
To reduce	Interest
To relate	Self-appraisal
To group	Organization**
To classify	Order**
To sum up	Continuity*
To categorize...	Coherence*

SPECIFYING (Critical Thinking)	
Action Verbs	Attitudes
To compare	Judgment
To examine	Confidence
To prioritize	Responsibility
To eliminate	Discrimination
To evaluate	Critical Sense*
To select...	Reflectiveness

IMPLEMENTING (Relational Thinking)	
Action Verbs	Attitudes
To deduce	Certainty
To anticipate	Involvement
To apply	Efficiency
To generalize	Insight
To plan	Practicality*
To develop...	Determination

* Understood as sense of...

** Understood as preference for...

Figure 3: Table of Action Verbs and Attitudes Favoured in the Program

References

1. This teaching orientation is defined in **The Schools of Québec, Policy Statement and Plan of Action.** Québec: Editeur officiel, 1979, pages 86 and 87.

2. St-Arnaud's work (1979) entitled **La Psychologie, Modèle Systématique**, mentions internal structures that create the dimensions of the individual seen as a system.

3. This model is further described in G. Noiseux, **Modèle et comportement de résolution de problème selon le traitement de l'information**, Part A, "Approche systématique et modèle cybernétique." Université Laval, May 1981.

4. The following writers have discussed the need to describe teaching intentions according to behavioural objectives, but the curriculum guide writers do not agree on their definition.

   a) César Birza. **Rendre opérationnels les objectifs pédagogiques.** Paris: P.U.F., 1979.
   b) Viviane et Gilbert De Landsheere. **Définir les objectifs de l'éducation.** Paris: P.U.F., 1977.

5. This definition was inspired by that of R. Mucchielli in his book, **Introduction à la psychologie structurelle.** Bruxelles: Ed. Dessart, 1968, p. 53.

Bibliography

Brown, I. **Human Teaching for Human Learning.** New York: The Viking Press, 1971, p.3.

Lyon, H. C. **Learning to Feel and Feeling to Learn: Humanistic Education for the Whole Man.** Columbus: Charles E. Merrill Publishing Company, 1971.

CHAPTER 2

METHODOLOGICAL PROCESS:

DEVELOPMENT OF A LEARNING SITUATION IN FOUR STAGES

This process seeks to initiate the means for achieving the program objectives. The conceptual framework of the cybernetic model serves as a philosophical basis for student-teacher activities. Through experiential learning, the teaching method favoured in the program, the student-teacher activities are put into practice in the functional framework. The cybernetic model which has been selected and the methodological process of a pedagogy based on experience will help teachers to conceive, plan, and set up learning situations. Teachers should give special care to the choice of assignments and teaching procedures so that they reach the students in both their affective and cognitive dimensions. These learning activities should involve all the resources at the students' disposal. Innovative teaching will encourage the students to use the cognitive skills and affective attitudes that facilitate information processing. For, the greater the students' emotional investment in the activities, the greater the impact of the experience on them.

In order to put this experiential learning instruction into place, teachers should adopt a four-stage methodological process.

The first two stages (I and II) act as an introduction to the actual student-teacher activities. Teachers become acquainted with the objectives and behaviours that are expected to emerge from the learning activities.

The other two stages (III and IV) concern the actual learning activities, and outline the formal sequence of steps to be followed. Although this approach may appear somewhat rigid, the diversity of the content related to each of the program's terminal objectives ensures that the actual experience will be dynamic. It is up to the teachers to make full use of their expertise and creativity in implementing the methodological process.

Each stage, which is described below, is explained in greater detail in the following pages.

The methodological process seeks to provide practical answers to the following basic questions:

1. What is to be taught? Stage IA

2. What is the scope of the material? Stage IB

3. To what purpose? Stage IB

4. How can the contents of the objectives be translated into situations students can experience? Stage IIA

5. How can the skills, attitudes and related content of the objectives be translated into a learning context, in which the students will become self-aware? Stage IIB

6. How should the material be taught? Stage III

7. How can the students' cognitive and affective structures be motivated simultaneously so that they become totally involved in the experience? Stage IIIA

8. How can the teachers ensure that the students satisfactorily process the information that emerges from the experience? Stage IIIB

9. How can the teachers ensure that the students benefit sufficiently from their experience? Stage IIIC

10. What steps should the teachers take to estimate the quality of the activity, and to evaluate the impact of the experience? Stage IV

TABLE OF THE METHODOLOGICAL PROCESS

TEACHER	STUDENT
Stage I: Understanding the Terminal Objective This stage is important to the teachers' ability to grasp and assimilate the elements of the learning activities (the attitudes, skills and knowledge). It is also essential for identifying the relationships with the other objectives and the program content, both preceding and following the activity in question. A. Breaking down the objective of the unit and understanding the expected behaviours. B. Extent and scope of the objective - defining and relating the various aspects of the content of the objective.	

TABLE OF THE METHODOLOGICAL PROCESS

TEACHER	STUDENT
Stage II: Planning a Learning Context In order for experiential learning to meet the requirements of the conceptual framework of the program, teachers should create learning situations in which students are willing to invest emotionally and cognitively. The experience should enable students to become increasingly aware of their personal identity which in turn will provide them with remembered material of personal significance.[1] A. Designing the learning context. B. Developing the teaching activities.	

TABLE OF THE METHODOLOGICAL PROCESS

TEACHER	STUDENT
Stage III: Developing the Learning Context After the teachers have determined the context of the learning situation, and defined the teaching strategies and the use of appropriate methods, they must concentrate on the instructions they will use to communicate their teaching goals.[2] The purpose of the instructions is to establish a series of appropriate behaviours that correspond to the functional dimension of experiential learning. Teachers give three sets of instructions at different times during the teaching:[3]	
1. Preparation (before) - choosing the instructions[4] to stimulate the students' motivation to participate and become involved in the activity.	Reaction of acceptance: . students' perception of the use and meaning that the experience may have for them.
2. Learning situation (during) - choosing the instructions to facilitate the students' cognitive and affective processing of the experience.	Following instructions and becoming emotionally involved in the activity. Cognitive and affective processing of the teaching events comprising the learning situation.
3. Integration of the experience (after) - choosing the instructions to guide the students in their reflection: - on what they have retained from the activity - on how they will process the experience they have gained.	Searching for the meaning of the experience. Regulating behaviour. Articulating their experience. Integrating their experience into their own development.

TABLE OF THE METHODOLOGICAL PROCESS

TEACHER	STUDENT
Stage IV: Evaluating the Mastery of the Objective The teachers define criteria for a success rate, and determine points of reference facilitating the evaluation of individual and group student performance. The teachers also establish the duration of the learning unit when necessary. A. Through observations, questionnaires, and so on.	
B. Duration of the teaching-learning activity.	Answers Vertical and horizontal transfer of information.

A summary of the teaching goals for the different instruction times are represented on the following table:

TIMES OR INSTRUCTIONS:	BEFORE	DURING	AFTER
TEACHING GOALS	Student: Attention and concentration Motivation and determination Involvement and responsibility	Student: Interpretation and integration Reflection, deliberation and processing	Student: Feedback Regulation Symbolizing

2.1 Detailed Presentation of Stage I of the Methodological Process

Stage I: Understanding the Terminal Objective

The first stage of the methodological process involves breaking down and understanding the objective of the unit. This stage is crucial to the teachers' assimilation of the elements of the learning activities (attitudes, skills, and knowledge.) It is also essential for enabling the teachers to identify the relationships with the other objectives and the program content, both preceding and following the activity in question.

A. Breaking down the objective and understanding the expected behaviours.
   (See the sample, Unit 1.121. Circled numbers correspond to the sequence of steps for teachers to follow, as described below.)

In order to break down the objective and to understand the expected behaviours, teachers are encouraged:

1. To read the **identification code** of the objective so as to determine what each of the 4 numbers refers to (see also 2.3, below.)
   - . secondary school level
   - . type of behaviour to be developed
   - . type of related content
   - . order of presentation of the objective of the module

2. To read the **unit title** so as to obtain a general description of the task to be accomplished, a synthesis of the major learning focuses.

3. To read the **terminal objective** in order to assimilate all its conceptual aspects and extract all the information that will be useful during the teaching activity.
   - . to understand all the aspects of the intermediate objectives.

4. To recall, using the **ideogram**, the type of related content in the program (see also 2.2 below.) The related content, which is known as "knowledge" once the student has mastered the objective, should be taught using the appropriate methods.

5. To understand the meaning of the **attitude** described by the ideogram (see also 2.2 below) and its dimensions within the objective according to the explanation in brackets.

Methodological Process: Sample, Unit 1.121

⑦
1.1 The students should realize that there is a distinct approach to orientation, and they should become sensitive to everything that makes up their environment in order to find information that will help them in that approach.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
① **Sequence 2** **Unit 1.121:** ② **Perceiving the school as a real life environment.** ④ ③ **To consider** that they are newcomers to secondary school where they will have many special experiences.		
❤ Openness ⑤	⑥ 1. **To establish** initial contact with the school staff.	School - human resources . administrative staff . support staff . teachers
Curiosity	2. **To make** an inventory of the services offered as well as the curricular and extracurricular activities.	- physical environment . gymnasium . cafeteria . classrooms - curricular and extracurricular activities . list of the courses offered . extracurricular activities

⑧
Orientation of the Unit:

In this unit, teachers should focus on the students' sensitivity to school as a new reality, and on their knowledge of the components of a school system. Teachers should motivate the students to be open to their new surroundings, to make initial contacts with school staff, to make an inventory of the services and activities offered in the school and to become aware of how this information may affect their orientation process.

See also Units 1.111, 1.221 and 1.222.

6. To identify the **cognitive skill** represented by the action verb. The verb refers to a mental activity that will be manifested in an observable behaviour.

B. Extent and Scope of the Objective
Teachers should also understand the objective according to the hierarchic perspective of the program. In addition, teachers should be aware of the place of the objective with respect to those that precede it, include it, or are derived from it.

Teachers are encouraged:

7. To memorize the **general objective** of the module in order to establish and to keep in mind its overall purpose in the module as well as its relationship with the objective in question and the more global objective.

8. To read the **Orientation of the Unit** and define the scope of the learning, verifying as to whether their purpose is to build on previous knowledge or to serve as points of reference for future learning activities.

2.2 Attitudes Represented by the Ideograms*

Each intermediate objective proposes the development of an attitude by one of the following three methods:

1. Emphasis is put on **the students' way of being** before, during, or after the processing of information.
2. Emphasis is put on **the students' expression of their way of being** before or after information is processed.
3. Emphasis is put on **the method of processing** information.

In the statement of the terminal and intermediate objectives, the **action verbs** referring to skills (cognitive dimension) are written in bold letters, whereas **attitudes** and their operating conditions (affective dimension) are illustrated by means of ideograms. The following table presents a summary of the attitudes recommended, depending on the types of behaviour.

SUMMARY - TABLE OF THE ATTITUDES EMPHASIZED IN THE PROGRAM

TYPES OF BEHAVIOUR	**Exploration**	**Crystallization**	**Specification**	**Implementation**
MODES OF THOUGHT	Creative Thinking	Conceptual Thinking	Critical Thinking	Relational Thinking[1]
ATTITUDES Way of being Expression of his/her way of being Processing method	Openness Sensitivity Curiosity Tolerance Imagination	Self-Involvement[2] Self-appraisal Organization* Order* Coherence* Continuity**	Judgment Confidence Responsibility Discrimination Reflectiveness[3] Critical Sense	Certainty Implication Efficiency Insight Determination Practical Sense

* Meaning preference for...

** Meaning sense of...

1. Relational Thinking: Term used in operational theory to refer to the processes that generate information by logical, practical, and sequential extension.
2. Self-Involvement : Term referring to the process by which a person gets thoroughly involved by summoning up all his/her energy.
3. Reflectiveness : Term referring to the process by which a person thinks out a situation by identifying with it.

---

* Taken from Québec, ministère de l'Éducation, **Career Choice Education, Secondary I to Secondary V**, Code 16-3800A (Québec: ministère de l'Éducation, 1983), p. 23.

2.3 Codification of the Terminal Objectives*

Each of the terminal objectives is represented in this codification. This allows the users to find their bearings quickly and to establish a link between each of the objectives. The code system comprises four numbers, each with a particular meaning:

A. **The first number** refers both to:
   (a) the secondary school level and
   (b) the type of behaviour to develop.

1 = Secondary I, exploration behaviour
2 = Secondary II, exploration behaviour
3 = Secondary III, crystallization behaviour
4 = Secondary IV, specification behaviour
5 = Secondary V, implementation behaviour

B. **The second number** refers to the general objective of the module.

For instance, the following terminal objective:
4.311: The Secondary IV level, specification behaviour, linked to general objective 3.

C. **The third number** identifies the type of related content to develop. An ideogram is coupled with the objective and identifies the type of related content.

1 represents decision-making stragegies

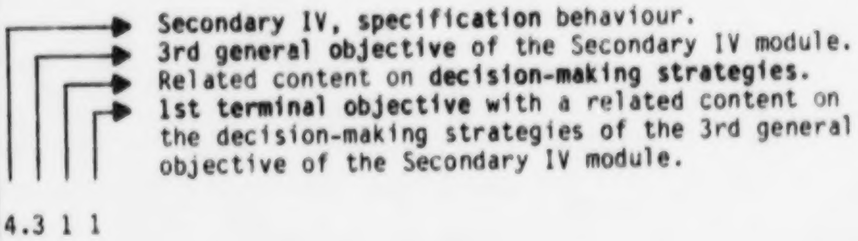
2 represents the world of school

3 represents the world of work

4 represents personal identity

For instance, the following terminal objectives, all of which are Secondary I objectives linked to general objective one and taught first in the sequence, have a different related content:
1 = Decision-making strategies
2 = World of school
3 = World of work
4 = Personal identity

D. **The fourth number** determines the order of presentation of the terminal objective in relation to the general objective of the module.


Secondary IV, specification behaviour.
3rd general objective of the Secondary IV module.
Related content on **decision-making strategies.**
1st terminal objective with a related content on the decision-making strategies of the 3rd general objective of the Secondary IV module.
4.3 1 1

Note: For each terminal objective there is one or more intermediate objectives. However, these are not identified in this four-number code.

* Taken from Québec, ministère de l'Éducation, **Career Choice Education, Secondary I to Secondary V,** Code 16-3800A (Québec: ministère de l'Éducation, 1983), p. 23.

References

1. Recent research shows that students experience greater motivation and involvement in simulation experiences than in any other conventional classroom activity. See D. Stammer in "Effect of a Simulation Game on Vocational Maturity," (Unpublished Master's thesis), University of Alberta, 1977.

2. The following works deal with contexts of experience, that is, with educational strategies according to the definition used in this curriculum guide:

    W. C. Joy Schutz. **Expanding Human Awareness.** New York: Grove Press, 1967.
    H. A. Otto. **Guide to Developing Your Potential.** Hollywood, California: Wilshire Books, 1970.
    G. I. Brown (op. cit.), Chapter 3 and 4.
    G. C. Lyon (op. cit.), Chapter 4.
    J. O. Stevens. **Awareness: Exploring, Experimenting, Experiencing.** Lafayette, California: Real People Press, 1971.
    J. Holt. **What Do I Do on Monday?** New York: Dell Publishing, 1970.
    M. Inbar and C. S. Stoll. **Simulation and Gaming in Social Science.** New York: The Free Press, 1972.
    D. Pelletier, G. Noiseux, and C. Bujold (op. cit.), Chapter 5.
    A. Paré. **Créativité et pédagogie ouverte.** Laval: Ed. HNP, Vol. 1, 2, 3, 1977.
    Science et vie. "Les jeux de réflexion." September 1978.

3. This model is explained in greater detail in G. Noiseux, **Modèle et comportement de résolution de problème selon le traitement de l'information,** Part B, "L'intervention psychopédagogique." Université Laval, May 1981.

4. There are more "sophisticated" ways to initiate and activate internal mental operations, such as described in the following works:
    - "Synectics" as defined in W.J.J. Gordon, **Synectics: The Development of Creative Capacity.** New York: Harper and Row, 1961, 180 p.
    - "Creative Problem Solving," in S.J. Parnes, **Creative Behaviour Guidebook.** New York: Scribner, 1965.
    - "Decision-making" in G. Miller and H.B. Gelatt. **Deciding.** Princeton. College Entrance Examination Board, 1971.
    - The reference to modes of thought in D. Pelletier, G. Noiseux, and C. Bujold (op. cit.), Chapter 5, pp. 99-122.

CHAPTER 3

SEQUENTIAL PRESENTATION OF THE UNITS AND SUMMARY TABLES

As indicated in the table of Goals and Objectives in the program (see 2.3.4), for each secondary level there are general objectives for each module, which relate to a number of terminal objectives. This chapter presents each of the 116 terminal objectives in sequential order for each unit, respecting horizontal and vertical programming. The presentation text for each unit provides information that will enable the teachers to develop a learning situation for groups of students. The teachers may refer to the summary table for each level in order better to understand the overall sequence of these presentation texts.

Tables of Horizontal and Vertical Programming for Each Unit

The program describes (see 2.5) how the criteria of hierarchy and complementarity are applied in establishing the terminal objectives for each module, by taking into account four types of knowledge selected to facilitate the students' choosing of a career (decision-making strategies, the world of school, the world of work, and personal identity.)

The programming tables illustrate this structure by providing the teachers with a sequence of units, each corresponding to a terminal objective. The terminal objective referred to in the tables is given in brackets as "T.O." with the corresponding number. Although it is suggested that the teachers spend approximately the same amount of time on each unit (one period) they may spend more or less time on it, depending on the group's ability to integrate the stated objective, while simultaneously respecting the proposed sequence for teaching activities. The teachers decide on the duration after evaluating the learning situation.

Titles of the Modules and Units

The title given to each module and unit of the program provides both the teachers and students with an idea of the suggested orientation. The teachers may better understand the objective by referring to the presentation of the corresponding unit, as given in the following pages.

Summary of the Related Content by Unit and by Secondary Level

For each level, a summary of the related content of each unit provides an overview of the major concepts developed for each type of knowledge. The teachers may refer to the presentation of each unit, where the related content (the "what"), the suggested way for developing the related content (the "how") and the justification of the unit (the "why") are explained in greater detail.

Secondary I

CAREER CHOICE EDUCATION
Secondary I

3.1 Vertical and Horizontal Programming Tables of the Units

Titles of the Modules and Units and Summaries of the Related Content

Exploring the self and the environment

General Objective of the Level

The students should explore the various aspects of their personal identities and of their educational and occupational environment with a view to furthering their career development.

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal identity
Becoming sensitive to their environment and the search for information useful to their career orientation process 1.1 The students should realize that there is a distinct approach to orientation, and they should become sensitive to everything that makes up their environment in order to find information that will help them in this approach.	1	Perceiving the career orientation process as an essential experience (T.O. 1.111) Career Orientation Process - problems, difficulties - necessary knowledge			
	2		Perceiving the school as a real life environment (T.O. 1.121) School: - human resources - physical environment - curricular and extra-curricular activities		
	3			Carefully observing the students' environment (T.O. 1.131) Students' environment - gaps and deficiencies - school staff	

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	4				Understanding their situation as adolescents (T.O. 1.141) Perception of self: - difficulties and problems of adolescence
	5			Researching the nature of an occupation (T.O. 1.132) Aspects of an occupation: - definition - requirements - advantages	
Understanding the aspects of the vocational development process and accumulating information. 1.2 The students should give evidence of their understanding of the nature of the decision-making process and accumulate a great deal of information about themselves and about their educational, occupational and social environments.	6	Understanding their own vocational development (T.O. 1.211) Decision-making process: Orientation process: - personal definitions			
	7	Identifying aspects of the decision-making process (T.O. 1.212) Decision-making process: - cognitive skills - attitudes - knowledge			

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	8				Understanding the role of personal characteristics **(T.O. 1.241)** Personal characteristics Personal experiences Aspects of personal identity: - nature - role
	9		Recognizing school as a reality in society **(T.O. 1.221)** School: - rationale - values attributed		
	10			Identifying characteristics of occupations **(T.O. 1.231)** Characteristics of occupations	
	11		Getting to know the school system **(T.O. 1.222)** School system: - structure and operation - possible choices		

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal identity
	12	Looking for information on the decision-making process **(T.O. 1.213)** Information: - roles - means of informing oneself - sources - research techniques			
	13			Recognizing sectors of occupational activities **(T.O. 1.232)** Needs and problems in society Sectors of activities	
	14			Understanding the diversity of work environments **(T.O. 1.233)** Work environments: - geographic distribution - corresponding professions	
	15		Becoming aware of the impact of educational achievement **(T.O. 1.223)** Educational organization at the secondary school level Factors of success at school School paper		

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
Acquiring a varied store of information about themselves, and the school, occupational and social environments. 1.3 The students should have at their disposal a store of information about themselves as well as about their educational, occupational and social environments.	16	Understanding the factors that enter into the decision-making process (T.O. 1.311) Decision-making process: - personal aspects . degree of satisfaction - other aspects . range of choices			
	17		Searching for occupations through curricular learning (T.O. 1.321) Educational and occupational subject matter Co-curricular and job-related activities		
	18			Listing occupations according to equipment and clothing (T.O. 1.331) Employees' equipment Employees' uniforms	
	19			Recognizing the importance of all occupations (T.O. 1.332) Importance of occupations: - dignity of work - stereotypes and prejudices	

GENERAL OBJECTIVES OF THE MODULE

Sequence	Decision-making Strategies	World of School	World of Work	Personal Identify
20			Understanding the complementarity of workers (T.O. 1.333) Interdependency of occupations Complementarity of workers	
21				Analyzing their own behaviours and identifying their own character traits (T.O. 1.341) Individual differences on several levels Motivation and personal choices
22		Determining the usefulness of their learning experiences as students within the school structure (T.O. 1.322) Working methods Intellectual activities		

1.1 The students should realize that there is a distinct approach to orientation, and they should become sensitive to everything that makes up their environment in order to find information that will help them in this approach.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 1 **Unit 1.111: Perceiving the career orientation process as an essential experience.** ✔ **To become aware** that secondary school is an important stage in their vocational development, and that it constitutes an essential experience.		
👁 Awareness	1. **To identify** the difficulties and problems that they may eventually encounter during their vocational development.	Process of orientation to secondary school: - difficulties and problems: . range of choices . family expectations . demands of society and school
♥ Sensitivity	2. **To detect** the gaps in their knowledge about vocational development.	- necessary knowledge about possible choices: . professions . knowledge of the self and the . environment
👁 Awareness	3. **To consider** the Career Choice Education Program as a means of filling in the gaps in their knowledge.	The program, support for their choices

Orientation of the Unit:

Module 1.1 serves as the primary impetus for the year's activities and the students' career orientation process. It contains a synthesis of the program's goals: to encourage the students to explore, to search for information, to understand their environments (school and vocational), to understand their own personal identities and to motivate them to deal with this vast amount of diverse material.

See also Units 1.211, 1.212 and 1.311.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 2 **Unit 1.121: Perceiving the school as a real life environment.** **To consider** that they are newcomers to secondary school where they will have many special experiences.		
Openness	1. **To establish** initial contact with the school staff.	School: - human resources: . administrative staff . support staff . teachers
Curiosity	2. **To make** an inventory of the services offered as well as the curricular and extracurricular activities.	- physical environment: . gymnasium . cafeteria . classrooms - curricular and extracurricular activities: . list of the courses offered and extracurricular activities

Orientation of the Unit:

In this unit, teachers should focus on the students' sensitivity to school as a new reality, and on their knowledge of the components of a school system. Teachers should motivate students to be open to their new surroundings, to make initial contacts with school staff, to make an inventory of the services and activities offered in the school and to become aware of how this information may affect their orientation process.

See also Units 1.111, 1.221 and 1.222.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 3 **Unit 1.131: Carefully observing the students' environment.** **To recognize** that the exploration of the world of work requires careful observation of their environment.		
Sensitivity	1. **To detect** the gaps and deficiencies in the students' environment that give rise to problematic situations.	Gaps and deficiencies in the environment and problematic situations
Openness	2. **To consider** these problematic situations as needing consultation with professionals and the presence of workers.	- pollution; illness - poverty; injustice - ignorance Presence of workers: - necessity

Orientation of the Unit:

In this unit, teachers should provide the students with an opportunity of becoming aware of the complexity of the working world, and of the existence and role of workers. Students are encouraged to explore society, to perceive its problems and to discover some of its shortcomings.

See also Units 1.132 and 1.232.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 4 **Unit 1.141: Understanding their situation as adolescents.** ◉ **To understand** the general context of their adolescent status as concerns their own career development.		
👁 Openness	1. **To identify** the difficulties and problems linked to their adolescence.	Difficulties and problems on different levels: - physical (puberty) - affective (love) - social (passage from childhood to adulthood) - cultural (trends) - familial (generation gap)
♥ Openness	2. **To understand** their need for self-knowledge in order to facilitate their vocational development.	

Orientation of the Unit:

In this unit, teachers should draw the students' attention to the fact that they need self-knowledge in order to be sufficiently prepared for their future role as adults. The students are encouraged to apply the techniques of exploration used in previous units to a detailed analysis of their personal identities. The students also become aware of the importance of acquiring personal characteristics such as having their own opinions, ideas, beliefs and attitudes.

See also Units 1.241 and 1.341.

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See also Units 1.241 and 1.341.

ATTITUDES	**SKILLS** **(Intermediate Objectives)**	**KNOWLEDGE** **(Related Content)**
Sequence 5 **Unit 1.132: Researching the nature of an occupation.** **To become familiar** with the characteristics of an occupation.		
Curiosity	1. **To learn** about the tasks of particular workers by interviewing them.	A profession: - tasks done by workers
Sensitivity	2. **To make up** a list of questions to learn about the scope of their tasks.	- scope of tasks
Openness	3. **To identify** the three main elements that should be known about an ocupation.	- nature of an occupation: what it is (definition) . what it takes (aptitudes, qualifications, training) . what it provides (remuneration, fringe benefits)

Orientation of the Unit:

In this unit, teachers should focus on the students' personal involvement in exploring the problems raised in Unit 1.131, which dealt with the need for the existence of workers to solve problems in society.

Through personal contact with workers, students will be in a better position to understand the many tasks related to different occupations. Students are encouraged to be curious, sensitive and open during the activities, attitudes that teachers should emphasize during all the activities of this unit.

See also Units 1.221, 1.231, 1.232, 1.233, 1.241, 1.331 and 1.332.

1.2 The students should give evidence of their understanding of the nature of the decision-making process and accumulate a great deal of information about themselves and about their educational, occupational and social environments.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 6 **Unit 1.211: Understanding their own vocational development.** **To perceive** what could be their proper vocational development based on their day-to-day experiences.		
Sensitivity	1. **To grasp** the nature of the decision-making process itself based on the decisions made in everyday life.	Decision-making process: - nature
Openness	2. **To identify** the behaviours specifically associated with the decision-making process.	- stages or behaviours: . exploring . crystallizing . specifying . implementing
Openness	3. **To describe** in their own words, based on these behaviours, how they might develop vocationally.	Individual vocational development: - attempting to define it

Orientation of the Unit:

In Module 1.2, teachers should help the students realize that the decision-making process is related to vocational development and that the process begins with the students' own experience. Teachers should also help students to establish relationships between the students' present situation and their future images of themselves. Teachers should reassure students, who are understandably confused about the question of their vocational development, that they will progress in stages, and that they will be called upon to make decisions and solve problems at each stage.

See also Unit 1.212.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 7 Unit 1.212: **Identifying elements in the decision-making process.** **To identify** the skills, attitudes and knowledge necessary throughout the decision-making process.		
♥ Curiosity	1. **To distinguish** the role of several modes of thought in the sequence of the decision-making process.	Decision-making process: - cognitive skills creative, conceptual, critical and relational thinking
♥ Curiosity	2. **To make** a list of the attitudes that can facilitate the decision-making process.	- attitudes: . e.g. curiosity . interest . self-confidence . effectiveness
♥ Openness	3. **To describe** in their own words the kinds of information they will have to assimilate.	- knowledge: . decision-making strategy . world of school . world of work . personal identity

Orientation of the Unit:

Students often lack confidence when faced with decisions they have to make. They may decide to ignore the issue, or amplify the problems in their minds. These attitudes may in turn cause feelings of passivity, disinvolvement or resignation. To counter these possible obstacles, teachers should ask students in this unit to research the components of the decision-making process so that they can discuss the specific characteristics of each one. This process, while appealing to the students' curiosity, is intended to help them become aware of the importance and usefulness of the cognitive skills, attitudes, and the four kinds of related content in the decision-making process.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 8 **Unit 1.241: Understanding the role of personal characteristics in the decision-making process.** 🎩 **To take into consideration** all of their personal characteristics in researching an occupation that will satisfy them.		
♥ Openness	1. **To examine** all the situations in which they have the opportunity to see themselves in action.	Personal experiences: - contexts: family, school, social, recreational, etc.
♥ Awareness	2. **To distinguish** in their experiences certain characteristics that may be suitable to certain occupations.	Personal characteristics as applied to certain occupations
♥ Openness	3. **To describe** in their own words each of the components of their personal identity.	Personal identity: - nature of its components: . values . interests . opinions . aptitudes . beliefs . needs
👁 Awareness	4. **To express** their feelings with respect to the function of these components in the decision-making process.	- role of the components in the decision-making process

Orientation of the Unit:

In this unit, teachers should encourage the students to recognize that there are sources of information to help them get to know themselves. Starting with their own life experiences, students should be encouraged to observe how this self-knowledge may be applied to various occupations, and ultimately, to begin defining their personal identities.

See also Units 1.211, 1.212, 1.221 and 1.231.

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See also Units 1.211, 1.212, 1.221 and 1.231.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 9 **Unit 1.221: Recognizing school as a reality in society.** **To recognize** the reality of school in society.		
Awareness	1. **To enumerate** the reasons usually given to justify the existence of school.	School - rationale
Awareness	2. **To name** all the possible reasons for going to school and to express their personal view.	- reasons for going to school
Awareness	3. **To make** a list of the possible outcomes, in terms of motivation and involvement, of some of the reasons mentioned.	- personal values attributed to school

Orientation of the Unit:

In this unit, teachers should encourage the students to externalize their sensitivity to the components of their environment in an attempt to recognize the reality of school in society. This exercise is designed to motivate the students to become personally involved with school systems, and more particularly, with school organization and the impact of achievement at school.

See also Units 1.222 and 1.223.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 10 **Unit 1.231: Identifying charactersitics of occupations.** **To identify** the characteristic factors associated with the exercise of various occupations.		
Curiosity	1. **To enumerate** the greatest number possible of characteristic features which can help them catalogue occupations.	Characteristic features of occupations: - interests, aptitudes, educational level, needs of society, equipment, clothing, work environments, physical requirements, personality, etc.
Curiosity	2. **To list** the greatest number possible of occupations corresponding to each of these features.	Occupations according to characteristic features
Curiosity	3. **To distinguish** the characteristic features of a given occupation.	Characteristic features of an occupation

Orientation of the Unit:

In this unit, students should be encouraged to exercise their curiosity to become aware of the importance of describing occupations in a new way: according to characteristic features. Teachers should use a learning context that allows for flexibility to ensure that all the students' ideas can be presented and discussed.

See also Units 1.132, 1.222, 1.232 and 1.233.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 11 **Unit 1.222: Getting to know the school system.** **To know** all the components of the school system.		
Awareness	1. **To describe** the structure and operation of the school system.	The school system: - structure and operation
Openness	2. **To identify** the decisive choices in this system.	- stages and decisive choices
Imagination	3. **To make** a list of the possible alternative paths provided by the system.	- possible alternative paths
Openness	4. **To identify** the demands on and expectations of the students during their secondary school career.	- demands and expectations

Orientation of the Unit:

Teachers should encourage the students to see school as an important period in their lives, and to discover the elements of the school system with which they must deal for several years. Now that the students know that school will enable them to gain experience that will prove useful to their integration into adult society, the teachers should motivate them to become more familiar with the school system within which they will plan their careers.

See also Units 1.121, 1.221 and 2.222.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 12 Unit 1.213: **Looking for information on the decision-making process.** **To accumulate** the greatest possible amount of information concerning the decision-making process.		
👁 Sensitivity	1. **To enumerate** all the possible reasons why they should be informed in order to make progress in the decision-making process.	Role of information
👁 Openness	2. **To name** all the possible ways of gathering information.	Ways of obtaining information: - reading, audio-visual materials, consultation
♥ Openness	3. **To name** all the sources of information which they have used so far.	Information sources: - newspapers, magazines, radio, television, family, friends, teachers
♥ Openness	4. **To distinguish** the greatest possible number of interviewing and information-collecting techniques.	Information-collecting techniques: - analysis of the situation - recognizing aspects of the subject to be explored - list of hypotheses

Orientation of the Unit:

In this unit, students should be encouraged to learn that research and organizing information constitute a key factor in their decisions. Teachers should point out the advantages of not being satisfied with facile answers; they should also help the students realize that it is in their best interest to continue to acquire skills in their methods of questioning and gathering information.

See also Units 1.211 and 1.212.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 13 **Unit 1.232: Recognizing sectors of occupational activities.** **To recognize** that occupations in various sectors exist to satisfy the needs of society.		
Imagination	1. **To enumerate** the needs that create problems.	Needs of society
Curiosity	2. **To enumerate** the greatest possible number of occupations related to these problems.	Problems/occupations
Imagination	3. **To define** the kind of problems and challenges they would like to deal with in the future.	
Openness	4. **To find** sectors of occupational activities encompassing several occupations.	Sectors of occupational activities

Orientation of the Unit:

Building on the knowledge the students have already acquired, concerning the role of workers for dealing with society's needs, this unit expands on the same theme to help the students recognize the existence of sectors according to occupations. Teachers should plan activities that appeal to the students' imagination and curiosity to increase their knowledge of the marketplace.

See also Units 1.131 and 1.332.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 14 **Unit 1.233: Understanding the diversity of work environments.** **To understand** that, with respect to their particular nature and geographical situation, different work environments generally correspond to different occupations.		
Openness	1. **To catalogue** the greatest possible number of work environments.	Work environments: - nature . factories . industries . institutions
Openness	2. **To enumerate** the greatest possible number of occupations for each of these work environments.	
Curiosity	3. **To situate** geographically the work environments that have already been catalogued.	- geographical distribution: . local . regional . national
Openness	4. **To mention** all the occupations it is possible to exercise in these work environments in their respective geographical locations.	- occupations by geographical location

Orientation of the Unit:

Teachers are encouraged to involve the students in the nature and geographical situation of work environments, so that they may list the greatest number of possible occupations. The students' newly acquired knowledge will serve as a basis for completing Unit 1.333, which deals with the interdependency of occupations and the complementarity of workers.

See also Units 1.231, 1.232 and 1.333.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 15 **Unit 1.223: Becoming aware of the impact of educational achievement.** **To become aware** of the impact of the students' school achievement on their general progress through secondary school.		
♥ Awareness	1. **To define** in their own words the main aspects of secondary school organization.	Secondary school organization: - basis of educational organization - optional subjects - guidance and supervision of student activities
👁 Awareness	2. **To enumerate** the ways in which these aspects of school organization affect their own life in school.	
👁 Awareness	3. **To identify** all the possible factors that promote their scholastic success while highlighting their own motivations.	Factors of scholastic success: - motivation - aptitudes - methodology - interests
👁 Imagination	4. **To consider** the school report as a progress report and a passport for the future.	Report card

Orientation of the Unit:

In this unit, teachers provide students with the opportunity to situate secondary school within the entire school system (see Unit 1.222), and to consider the possible influence of their scholastic achievement on their vocational development. Students should be encouraged to ask themselves questions on their personal perceptions, thus externalizing their thoughts and concerns.

See also Units 1.121, 1.131 and 1.221.

1.3 The students should have at their disposal a diversified store of information about themselves, as well as about their educational, occupational and social environments.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 16 **Unit 1.311: Understanding the factors that enter into the decision-making process.** **To grasp** the different personal and environmental factors that come into play in the decision-making process.		
♥ Awareness	1. **To determine** to what extent certain decision-making processes are satisfactory.	Decision-making process: - personal factors: . situations of ease or difficulty experienced - environmental factors: . presentation of the problem . presentation of the goal . range of alternatives
👁 Awareness	2. **To analyze** the ease or difficulty the students perceive in certain decision-making processes.	
👁 Openness	3. **To enumerate** all that can be discovered by analyzing a decision-making process.	

Orientation of the Unit:

In Module 1.3, teachers should seek to enable the students to integrate more fully the aspects of the decision-making process that they have already learned. Since all individuals will have to make a complex and important decision at some point in their lives, these units on the decision-making process are intended to prepare the students for this eventuality. Teachers should ensure that their activities allow sufficient time for the students to explore, as their process of exploration, that is, their motivation to become involved, is the focus of this unit.

The task of exploring requires the students' initiative and participation at the level of internal operations by which information is processed. The students should be encouraged to externalize the information, to express themselves in a personal way, to analyze themselves and their needs, to cooperate with others, to evaluate their decisions, and to collect information about themselves. Teachers should help students to become aware of the ways in which they reveal their characters in the course of making decisions, and should help them learn how to evaluate their decisions.
See also Units 1.211, 1.212 and 1.213.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 17 **Unit 1.321: Identifying occupations corresponding to school learning experiences.** **To identify** occupations that correspond to their curricular and co-curricular learning experiences.		
Curiosity	1. **To enumerate** all the occupations corresponding to learning experiences particular to: a) languages and the arts b) the sciences c) mathematics d) personal, social, human and cultural development.	School subjects with respect to: a) occupations - arts and languages - sciences - mathematics - social studies - personal and social training
Openness	2. **To catalogue** corresponding occupations for each of the co-curricular activities.	b) co-curricular activities

Orientation of the Unit:

In this unit, the students are encouraged to recognize the impact of learning gained through curricular subjects and co-curricular activities on their general education and on their future development. They are also encouraged to compare occupations from the world of work with the various learning experiences presented in their school.

<table>
<tr><th>ATTITUDES</th><th>SKILLS
(Intermediate Objectives)</th><th>KNOWLEDGE
(Related Content)</th></tr>
<tr><td colspan="3">Sequence 18
Unit 1.331: Listing occupations according to equipment and clothing.
To learn about various occupations showing flexibility and openness in doing so.</td></tr>
<tr><td>Curiosity</td><td>1. To enumerate all equipment and to identify the occupations corresponding to each.</td><td>Workers' equipment</td></tr>
<tr><td>Tolerance</td><td>2. To analyze in what ways equipment can be considered an improvement and an extension of the senses.</td><td>Extension of the senses</td></tr>
<tr><td>Curiosity</td><td>3. To identify the clothing that corresponds to various types of work and to explain its usefulness.</td><td>Workers' clothing:
- uniforms
- coats
- glasses
- helmets</td></tr>
</table>

Orientation of the Unit:

In this unit, students should continue their exploration of occupations by focusing on the rationale for equipment and the use of uniforms. Teachers should also help the students to learn that different levels of education are required for occupations using the same equipment or clothing. They should therefore be encouraged to look for occupations involving different tasks.

See also Units 1.321, 1.231, 1.332 and 1.333.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 19 Unit 1.332: **Recognizing the importance of all occupations.** **To recognize** that all occupations are necessary and important in society.		
Openness	1. **To collect** different indications of how each occupation contributes to maintaining, improving or satisfying society.	Respective importance of each occupation Dignity of work
Awareness	2. **To express** the reasons for respecting every worker, whatever his/her occupation.	Dignity of work in relation to stereotypes and prejudices

Orientation of the Unit:

In this unit, students should be encouraged to state their opinions on the importance and necessity of occupations in society. They are encouraged to gather evidence of the importance of occupations, supporting the evidence with personal reasons for respecting all occupations. This process will enable the students to become aware of certain prejudices or stereotypes held by some people. At the end of this unit, students will likely be open to the teaching content of the next one, in which they will work with the teachers to identify how workers are interdependent.

See also Units 1.131 and 1.232.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 20 Unit 1.333: **Understanding the complementarity of workers.** ◎ **To gather** information about the way in which workers are dependent upon one another.		
♥ Openness	1. **To identify** occupations related to the production of goods and services.	Interdependence of occupations
♥ Awareness	2. **To describe** how, despite the fragmentation of tasks on production lines, different workers combine their aptitudes and talents to produce goods and services.	Complementarity of workers

Orientation of the Unit:

In this unit, students and teachers should examine the interdependence and complementarity of workers. The students could be encouraged to identify occupations that relate to the production of goods and services by using their knowledge of work environments.

See also Units 1.332, 1.233, 2.132, 2.231 and 2.331.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 21 **Unit 1.341: Analyzing their own behaviours and identifying their own character traits.** **To pay attention** to their own behaviours in order to learn about their personal identities.		
Imagination	1. **To identify** all the character traits that make each human being different and unique.	Individual differences on several levels: - physical - intellectual - emotional
Openness	2. **To seek** in these individual differences the motivations that lead people to choose different occupations.	Motivations behind personal choices

Orientation of the Unit:

The students should now be encouraged to use their skills in self-observation, based on their examination of their own personal identities, to express themselves about their own character traits. Teachers should also encourage the students to examine individual differences on the physical, intellectual and emotional levels, and to express themselves concerning the character trait that they have discovered within themselves.

See also Units 1.241, 1.2[illegible] 1.221-2, 1.223-3, 1.311 and 1.322.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 22 Unit 1.322: **Determining the usefulness of their learning experiences as students within the school structure.** **To determine** the usefulness of their learning experiences as students within the school structure.		
Curiosity	1. **To name** sectors of occupational activities.	Sectors of occupational activities
Awareness	2. **To find out** how they could use the different personal skills they have developed by their working methods and to determine the possibility of using them in these activity sectors.	Working methods and intellectual activities: - observing, listening - analyzing, synthesizing - expressing, reasoning - evaluating

Orientation of the Unit:

In this unit, the students should once again be encouraged to examine the usefulness of learning experiences. Teachers should draw the students' attention to the ways in which they learn and to the uses of their personal skills as they are developed and applied in work sectors. Teachers should help students understand how some occupations in a given sector capitalize on certain work methods or intellectual skills.

See also Units 1.321 and 1.341.

Secondary II

CAREER CHOICE EDUCATION
Secondary II

Vertical and Horizontal Programming Tables of the Units

Titles of the Modules and Units and Summaries of the Related Content

Exploring the self and the environment

General Objective of the Level

The students should explore the various aspects of their personal identities and of their educational and occupational environments with a view to furthering their vocational development.

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
Seeking further information. **2.1** The students should obtain further information which is not readily available, about their own cultural communities.	1	Perceiving their environments in an unaccustomed light **(T.O. 2.111)** Behaviour and its motivation Expressing values and needs			
	2	Studying the role of information **(T.O. 2.112)** New information: - services - use			
	3			Identifying unfamiliar occupations **(T.O. 2.131)** Unfamiliar and unusual occupations	

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	Workd of School	World of Work	Personal Identity
	4			Defining success in one's work (T.O. 2.132)	
				Success in one's work	
	5		New ways of perceiving authority and school rules (T.O. 2.121)		
			Conceptions of authority School/work restrictions		
	6			Understanding factors affecting fluctuation in employment (T.O. 2.133)	
				Changes in the world of work: Factors of fluctuation - seasonal employment - unemployment	
	7				Identifying environmental influences on themselves (T.O. 2.141)
					Environmental behaviours and influences
	8			Understanding struc of the world of work (T.O. 2.134)	
				Structures of occupations: - operation - trade unionism	

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
Recognizing the importance of preparation to choosing a career. **2.2 Students should recognize that the question of their orientation is important because it involves their future through a series of choices for which they must prepare themselves.**	9	Considering vocational orientation as an essential experience **(T.O. 2.211)** Decision-making process and orientation process			
	10				Observing their own behaviours **(T.O. 2.241)** Self-perception: - action - thought
	11			Understanding the expectations of workers and of society **(T.O. 2.231)** Work: - reasons for training - remuneration - expectations of society - aspects of tasks	
	12		Involvement of the students in school life **(T.O. 2.221)** School: - living environment - learning environment		

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	13		Listing synopses of studies on occupational sectors **(T.O. 2.222)** The teaching profession: - secondary - college - university		
Becoming aware of the complexity of the orientation process. **2.3** The students should realize that the question of their orientation is complex and that there is no single, definitive answer.	14	Understanding the influence of behaviour on vocational development **(T.O. 2.311)** Influence of behaviour on vocational development			
	15		Becoming aware of the importance of the choice of courses **(T.O. 2.321)** Educational progress The students' social status Program of the institution: - course selection		
	16			Understanding the phenomenon of choosing careers and life styles **(T.O. 2.331)** Occupation and career Occupation and life styles	

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal identity
	17				Analyzing the students' perceptions of themselves **(T.O. 2.341)** Understanding social norms Ambiguities in self-image
	18				Recognizing the need for self-knowledge **(T.O. 2.342)** Comprehensiveness of self-perception and uniqueness of personal identity
	19		Understanding the "dropping-out" phenomenon **(T.O. 2.322)** Drop-outs: - their situation Dropping out of school		
identifying with and differentiating from models. **2.4 The students should proceed with their explorations by identification with and differentiation from given models.**	20	Accepting the evolution of the students' perceptions of their identities **(T.O. 2.411)** Process of differentiation and identification Ways of solving problems			

GENERAL OBJECTIVES OF THE MODULE

Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
21				Discovering new aspects of themselves **(T.O. 2.441)** Affective aspects of personal identity Self-actualizing their potential
22		Describing self-revealing roles played in school **(T.O. 2.421)** Roles played in school		
23			Identifying with occupational models **(T.O. 2.431)** Occupational models and role-playing	

2.1 The students should obtain information which is not readily available about their own cultural communities.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 1 **Unit 2.111: Perceiving their environments in an unaccustomed light.** **To perceive** their educational, occupational, and social environments in an unaccustomed light, while gathering information.		
Awareness	1. **To enumerate** actions they perform in order to be accepted and recognized by others.	Behaviours and motivations
Openness	2. **To identify** all the possible non-traditional forms for the expression of values and needs.	Expression of values and needs

Orientation of the Unit:

In Module 2.1, students should be encouraged to think about self-expression in their behaviour. They manifest this by seeking the acceptance of their peers, and by simultaneously demonstrating their independence with respect to their environments. Expressing themselves in this manner helps the students to acknowledge the many different ways in which they may demonstrate their needs and values.

See also Units 1.241, 2.141, 2.241, 2.311 and 2.411.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 2 **Unit 2.112: Studying the role of information.** ✍ **To consider** the special role of information in the decision-making process from a new angle.		
♥ Openness	1. **To identify** sources other than those with which they are familiar and which could be drawn upon during their explorations.	Sources of information: - newspapers, visits, investigations, lectures
👁 Awareness	2. **To list** all the uses they could make of these sources of information.	Uses of information

Orientation of the Unit:

The students should be encouraged to continue their search for less familiar information and sources for decision-making, and to question themselves on the role of information (exercise initiated in Unit 1.213). Teachers should encourage students to exhibit an attitude of openness, so that they will become aware that having the most and best information possible increases their freedom of choice. Moreover, by learning about the possible uses of unfamiliar information, the students will more easily become involved in the other units of this module.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 3 **Unit 2.131: Identifying unfamiliar occupations.** **To identify** unusual, rare or unfamiliar occupations.		
Openness	1. **To acquire** in various ways, new information about occupations other than those found in their own milieu.	Unusual and unfamiliar occupations
Awareness	2. **To name** unusual or unfamiliar occupations.	

Orientation of the Unit:

In this unit, students should be encouraged to seek new information so as to enlarge their vocational horizons. In the last six units on the world of work in Secondary I, teachers suggested ways of identifying occupations (such as by means of characteristic traits, problems, work environments, equipment, clothing, and production of goods and services). In this unit, teachers should appeal to students' creativity in order to encourage their exploration of unusual or unfamiliar occupations. This is the last time students will be asked specifically to discover the most professions possible.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 4 **Unit 2.132: Defining success in one's work.** **To determine** the criteria for success in order to understand how they apply in an occupational context.		
Imagination	1. **To define** in their own words what constitutes occupational success.	Occupational success: - performance - work methods - competence - satisfaction - promotion
Awareness	2. To **analyze** the conditions that lead to success.	

Orientation of the Unit:

The students have previously examined the idea of success in terms of scholastic achievement. In this unit, teachers should ask them to think of success in terms of work. Students should be encouraged to express their opinions on what constitutes success in one's work. In doing so, they become aware that the experience they are gaining through these exercises is preparing them for giving their own personal definitions of success and the conditions for achieving it.

See also Units 1.223 and 2.231.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 5 **Unit 2.121: New ways of perceiving authority and school rules.** **To identify** new ways of perceiving authority and school rules.		
Openness	1. **To list** their impressions and feelings with respect to school rules.	The concept of authority: - school rules
Awareness	2. **To mention** all the similarities between the rules and expectations of school and those of the labour market.	Rules and expectations of school and the labour market: - schedules, rules, procedures

Orientation of the Unit:

In this unit, students should be encouraged to express all their impressions and feelings with respect to the concept of authority at school, as represented by rules and expectations. Then, just as the students explored the reasons for school in society (Unit 1.221), they should now be encouraged to continue the exercise by looking at the similarities between the restrictions to be adhered to at school and those which they will experience as employees.

Teachers should present the labour market in a positive way so that the students understand that employees operate in an organized world in which it is feasible to submit to these restrictions if their usefulness is understood.

See also Unit 2.134.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 6 **Unit 2.133: Understanding factors affecting fluctuation in employment.** **To perceive** the circumstances that affect the realities of the world of work.		
Imagination	1. **To examine** in depth the changes that affect the world of work.	Realities of the world of work: - technology - elimination of jobs (unemployment) - vocational mobility - occupational trends
Awareness	2. **To determine** the causes of these changes.	
Awareness	3. **To identify** the consequences of a lack of information about these changes.	
Imagination	4. **To examine** the possible impact of climatic and economic factors on jobs in certain sectors of occupational activity.	Factors of fluctuation: - climatic . seasonal variation in employment - economic . sectorial unemployment

Orientation of the Unit:

In this unit, students should be encouraged to understand some of the realities that exist in the world of work. Teachers should help the students to identify the circumstances which affect employment, placing them in a better position to weigh all aspects of the world of work. Students will also learn about the creation of new occupations to meet the needs created by an advanced technological society, and about the elimination of other occupations that are now obsolete. Teachers should try to make the students aware of the evolution of the labour market, since they will have to plan their occupational careers in accordance with existing market realities.

See also Units 1.131 and 1.232.

<table>
<tr><th>ATTITUDES</th><th>SKILLS
(Intermediate Objectives)</th><th>KNOWLEDGE
(Related Content)</th></tr>
<tr><td colspan="3">Sequence 7
Unit 2.141: Identifying environmental influences on themselves.
🎩 To understand how the students' behaviour constitutes, in part, a response to the influences to which they are subjected.</td></tr>
<tr><td>♥ Tolerance</td><td>1. To identify all types of influences exercised by their environments and to trace their origins.</td><td>External or environmental influences (social, school, family) and personal behaviours</td></tr>
<tr><td>♥ Openness</td><td>2. To enumerate certain specific behaviours they may exhibit in regard to different elements of their immediate environment.</td><td>Personal behaviours</td></tr>
</table>

Orientation of the Unit:

In this unit, students should be encouraged to participate in an awareness exercise to develop a global perception of themselves, based on their behaviour in different milieus, during various activities, and with a variety of people. Teachers should help students to examine the influences of their environments on their behaviours. By recognizing their behaviours and reactions, students will be in a better position to perform the decision-making tasks in later units.

See also Units 1.141, 1.241, 2.241, 2.341, 2.211-3, 2.331 and 2.411.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 8 **Unit 2.134: Understanding structures of the world of work.** **To perceive** certain unfamiliar aspects of the structures of the world of work and the laws which regulate these structures.		
Curiosity	1. **To observe** the structures of the world of work, and the way in which it functions.	Structures in the world of work and how they operate: - business and union milieus - associations, corporations - public, para-public and private sectors
Awareness	2. **To enumerate** the consequences of the laws regulating the structures of the world of work.	Legislation - agreements, Orders in Council, trade unionism

Orientation of the Unit:

In this unit, students should be encouraged to continue exploring the organization of the world of work, by being curious and sensitive in order to understand new aspects pertaining to the structures of the world of work and the laws governing them.

Teachers should continue to make the students increasingly aware that their ultimate choice of occupation will be influenced by many different factors which it is in their interest to know about, in order to avoid false impressions of the milieu.

See also Units 1.232, 1.233, 1.332, and 1.333.

2.2 The students should recognize that the question of their orientation is important because it involves their future through a series of choices for which they must prepare themselves.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 9 **Unit 2.211: Considering vocational orientation as an essential experience.** **To consider** that vocational orientation is an essential experience which obliges them to become involved in a decision-making process.		
Tolerance	1. **To find out** how decisions are linked sequentially in the decision-making process.	Decision-making process: - sequence of decisions
Openness	2. **To redefine** the different factors that should be considered in the vocational orientation process.	Vocational orientation process: - types of knowledge (decision-making strategies, world of school, world of work, personal identity)
Openness	3. **To catalogue** the behaviours which they should develop.	- aspects to be considered: relativity of decisions, quality of available information, relative value of sources of information, personal factors
Tolerance	4. **To regard** orientation as an evolving process.	- evolving process (vocational)

Orientation of the Unit:

In Module 2.2, teachers should emphasize the idea that everyone goes through the vocational orientation process, which is carried out through a series of interdependent decisions. Students should also become aware of the need for preparing themselves for this evolving process and for becoming accustomed to the concept of a vocational orientation.

See also Units 1.111, 1.211 and 2.331.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 10 Unit 2.241: **Observing their behaviour.** 🎩 **To observe** their behaviours by collecting indications of the ways in which they approach and solve problems.		
♥ Awareness	1. **To perceive** how each behaviour can describe a form of adaptation.	Self-perception from the point of view of action: - competencies, skills - autonomy or need of support - freedom and independence - reactions when faced with responsibilities
♥ Awareness	2. **To perceive** their school activities as a means of understanding the total world of the school and the world of work.	
👁 Openness	3. **To examine** their actions and behaviours critically in order to improve their perception of the role and influence of their thinking on certain behaviours.	Self-perception from the point of view of thought: - cognitive skills - cognitive styles
👁 Imagination	4. **To list** occupations which require the use of cognitive skills and a preference for certain mental operations.	

Orientation of the Unit:

In this unit, students should be encouraged to become aware of what their behaviour in various activities can reveal to them and how some of their activities may lead them to explore their school and vocational environments. Students should learn to understand the influence of their way of thinking on their behaviours and they should discover how their ways of thinking can contribute to certain occupations.

See also Unit 2.141.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 11 **Unit 2.231: Understanding the expectations of workers and of society.** ⊛ **To understand** that the individual's orientation toward a certain type of work depends essentially on what one seeks to accomplish, in keeping with the expectations of society.		
👁 Curiosity	1. **To question** workers about their reasons for selecting a particular occupation and the satisfactions they derive from it.	Work: - motivation - satisfaction
♥ Openness	2. **To define** the different aspects of the concept of remuneration from three different perspectives.	Remuneration: - material (salary) - psychological (satisfaction, pride) - sociological (approval, recognition)
👁 Openness	3. **To catalogue** the expectations of society with respect to workers in general.	Expectations of society
👁 Awareness	4. **To reconsider** the different aspects of the tasks performed by workers.	Aspects of tasks: - training, preparation - competence required - use of equipment, clothing - performance required - environment - productivity

Orientation of the Unit:

In this unit, students should be encouraged to discover how work may offer opportunities for self-expression and accomplishment, growth, development and life skills. The students should become aware that work is not just a means to earn a living and that there are aspects to remuneration other than the obvious financial one. Teachers should indicate that the demands and pressures of society are determining factors in making a career choice, and that it is in the students' interest to be aware of these demands and pressures throughout their entire vocational orientation process.

See also Units 1.131, 1.132, 1.133, 1.231, 2.132, 1.331 and 1.333.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 12 **Unit 2.221: Involvement of the students in school life.** **To realize** the necessity of getting involved in day-to-day life at school.		
♥ Awareness	1. **To identify** the advantages school may offer in developing their decision-making skills.	School: a living environment
♥ Awareness	2. **To redefine** their view of school by identifying the different learning experiences it is possible to have in school.	School: a learning environment

Orientation of the Unit:

In this unit, teachers should lead students to feel the need for becoming involved at school in meaningful and informative experiences, and for taking the initiative instead of waiting and acquiescing to the pressures and demands of the school system. The students examine the advantages of school and relate these advantages to the decision-making process, thus becoming aware of the various kinds of education available to them. Students may be encouraged to change their life styles as students and redefine their personal perceptions of school.

See also Units 1.221, 1.222, 1.223, 1.331, 1.332 and 2.322.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 13 **Unit 2.222: Listing synopses of studies on occupational sectors.** **To prepare** themselves immediately for choosing options and a general program of studies.		
Curiosity	1. **To catalogue** vocational education sectors in secondary school.	Vocational education: - secondary (sectors and profiles)
Imagination	2. **To enumerate** all the occupations that correspond to those found in secondary school vocational education programs but which require different education levels.	- college: (sectors and techniques) - university: (modules, families, departments)

Orientation of the Unit:

In this unit, teachers should help the students realize that although they have a cerain amount of time before deciding on their options and choosing a program of studies, they cannot begin to prepare themselves too soon. Teachers should appeal to the students' curiosity and imagination and encourage them to increase their knowledge of occupational training at the secondary, college and university levels. The students will also become familiar with the terms used in the education organization of comprehensive secondary schools, CEGEP's and universities, such as sectors, techniques, modules, families, departments and kinds of degrees, for example, B.A., M.A., and diplomas, for example SSD (Secondary School Diploma), SSVD (Secondary School Vocational Diploma) and SSVC (Secondary School Vocational Certificate).

2.3 The students should realize that the question of their orientation is complex and that there is no single, definitive answer.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 14 **Unit 2.311: Understanding the influence of behaviour on vocational development.** **To understand** that the decision-making process involved in vocational development is based on several different elements.		
♥ Openness	1. **To perceive** how behaviours can influence the decision-making process.	The decision-making process in vocational development - influence of behaviours
♥ Tolerance	2. **To recognize** that the success of their vocational development depends on the extent of their personal involvement.	

Orientation of the Unit:

In Module 2.3, the students are guided to accept the risks, unforeseen considerations and requirements of the process of choosing a career. By analyzing the vocational orientation of various people, students should be encouraged to understand that the success of the decision-making process depends on the extent of their personal involvement in all levels of the process. Students should be made aware of the fact that they have projects to accomplish, and that they are themselves a project in flux. Teachers should encourage them to keep all options open, despite the anxiety or insecurity this may cause them.

See also Units 1.141-2, 1.241-4 and 2.211-3.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 15 **Unit 2.321: Becoming aware of the importance of the choice of courses.** **To become aware** of the many decisions they must make in school with respect to a suitable program of studies.		
Openness	1. **To understand** that the different educational alternatives available to them can be matters of personal choice at different points in their school life.	Educational alternatives
Awareness	2. **To see** their student life and the opportunities it affords them in a positive light.	The students' social status within an evolving structure
Tolerance	3. **To choose** their courses in terms of their eventual access to one of the educational paths available at the secondary school, college, or university levels.	- Institutional program: . choice of courses . credits and diplomas

Orientation of the Unit:

In this unit, students should obtain information about the possibilities offered to them by the school system, and the different branches from which they will be required to select courses every year. The students should be guided to make their choices taking into consideration the important elements involved in every decision, as they have learned from decision-making strategies in previous units. Students should also be encouraged to bear in mind the ways to exist as a student in the complex, evolving educational environment (credits, diplomas, options, profiles) which is nevertheless important for them to understand.

See also Unit 2.311.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 16 **Unit 2.331: Understanding the phenomenon of choosing a career and life style.** **To understand** the phenomenon of career choice.		
Imagination	1. **To understand** how some adults have progressed through a first occupation to a career.	Occupations and careers
Tolerance	2. **To understand** that orientation is a process that does not end with adolescence but continues throughout life.	Life style development
Tolerance	3. **To develop** a perception of occupations that enables them to understand that their occupation helps to determine their life styles.	Life styles and occupations: - social psychology of occupations

Orientation of the Unit:

In this unit, students should be encouraged to delay their evaluation and to continue patiently to explore all career orientation issues in order to understand all aspects of their own orientation. By postponing the desire for instant gratifications, and by seeing career orientation as an evolving process (see Units 2.211-4), the students should be encouraged to understand that a career is a succession of occupations, and that one occupation may lead to another, serving as preparation for future occupations. The students should further be encouraged to realize the importance of increasing their knowledge about occupations and to understand the impact of occupations on their future life, depending on the life style inherent in each occupation.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 16 **Unit 2.331: Understanding the phenomenon of choosing a career and life style.** **To understand** the phenomenon of career choice.		
Imagination	1. **To understand** how some adults have progressed through a first occupation to a career.	Occupations and careers
Tolerance	2. **To understand** that orientation is a process that does not end with adolescence but continues throughout life.	Life style development
Tolerance	3. **To develop** a perception of occupations that enables them to understand that their occupation helps to determine their life styles.	Life styles and occupations: - social psychology of occupations

Orientation of the Unit:

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ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 17 **Unit 2.341: Analyzing the students' perceptions of themselves.** **To recognize** that there are not many opportunities for being completely independent and that it is more often necessary to conform to parental and cultural rules.		
Openness	1. **To redefine** their own perceptions of social standards in comparison with those of people around them.	Self-perception in comparison with other people's perception
Tolerance	2. **To recognize** the contradictory aspects in their self-image.	Contradictions in self-perception: - success/failure - past/present - actual/ideal

Orientation of the Unit:

In this unit, students should take the opportunity to redefine their way of dealing with social standards. They should try to enumerate incongruities that they may feel in their own lives as adolescents, the contrasts between what they are and what they say they are, between what they think and what they say and do.

This awareness should lead the students to demonstrate autonomy in their understanding of the world, thus enabling them to develop their own perceptions about occupations.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 18 **Unit 2.342: Recognizing the need for self-knowledge.** 🎩 **To recognize** the necessity of accumulating information about themselves with respect to who they are, what they want and what they might become.		
♥ Awareness	1. **To look for** indications in their day-to-day experiences which lead them to see themselves as unique individuals.	Comprehensiveness of self-perception and uniqueness of personal identity
♥ Openness	2. **To modify** their perception of occupations so as to see them as ways of actualizing their individuality.	Developing a personal identity in an occupation
♥ Awareness	3. **To collect** as many indications as possible about their affective nature.	Self-perception as regards feelings and emotions

Orientation of the Unit:

In this unit, students should be encouraged to realize that, although it is not easy to obtain, self-knowledge is worthwhile. Teachers should emphasize that it does not constitute definitive information, but that in day-to-day life, with its difficulties and problems, students may accumulate information about who they are, what they want, and what they may become.

Teachers should guide the students to see themselves as completely unique individuals. Teachers should also complement their work with the students on self-knowledge as related to occupations by helping them to analyze their feelings and emotions in their contacts with their environment and in their perceptions of certain occupations. Teachers should help students become aware that their perceptions of their emotional make-up play a vital role in the realization of their potential. In addition, teachers should help to instill confidence in the students by helping them realize that those who manage to know, understand and accept themselves will be able to complete the exploration phase more efficiently.

See also Units 2.141 and 2.311.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 19 **Unit 2.322: Understanding the "dropping-out" phenomenon.** **To understand** the "dropping-out" phenomenon and the actual experience of the "drop-out."		
Curiosity	1. **To collect** the most extensive information possible about drop-outs in order to describe them and their situation.	Drop-outs: - their situation
Openness	2. **To list** the possible reasons for dropping out.	Dropping out of school: - reasons
Awareness	3. **To enumerate** the consequences of dropping out on various aspects of life.	- consequences
Tolerance	4. **To develop** alternative solutions to dropping out of school.	- solutions

Orientation of the Unit:

In this unit, students and teachers should examine the phenomenon of dropping out of school, and suggest possible alternatives. Starting with their own experience, students are encouraged to redefine the problem by relating it to their own or other students' experience, thus avoiding the temptation to consider dropping out as someone else's problem.

2.4 The students should proceed with their explorations by identification with and differentiation from given models.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 20 **Unit 2.411: Accepting the evolution of the students' perceptions of their identities.** **To accept** the fact that their perceptions of themselves develop, evolve, and change in accordance with the quantity and the quality of exchanges and significant interactions they may have with their surroundings.		
♥ Openness	1. **To discover** various aspects of the differentiation between themselves and the models with whom they identify.	Process of differentiation and identification
👁 Openness	2. **To assimilate** the knowledge they gain from observing and analyzing their behaviours when solving problems and making decisions.	Ways of solving problems and making decisions

Orientation of the Unit:

With Module 2.4, the exploration of decision-making strategy is completed. Students are encouraged to be open to the experience of exploring other aspects of themselves in order to continue creating the self-images suggested in Units 2.241, 2.341 and 2.342. Teachers should help the students to observe the differences between themselves and the people with whom they identify. Students should also observe and comment upon their own methods of solving problems and making decisions.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 21 **Unit 2.441: Discovering new aspects of themselves.** 🎩 **To gather** additional information about themselves through role-playing and simulations.		
♥ Openness	1. **To expand** their conceptions of themselves, based on what they discover during role-playing.	Affective aspects of personal identity
👁 Awareness	2. **To rethink** their perceptions of occupations as a result.	Fresh perceptions about occupations
👁 Imagination	3. **To find** different means of realizing their potential in various programs of studies or training.	Potential and means of realization

Orientation of the Unit:

In this unit, teachers should use role-playing as a versatile resource to help the students become more aware of the ways in which they express feelings and emotions. Teachers should help the students to get to know themselves better and to analyze various situations more effectively. At this time, teachers should try to expand the students' experiences, rather than encourage them to interpret their existing experiences in a personal manner.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 22 **Unit 2.421: Describing self-revealing roles played in school.** **To consider** that school gives them the opportunity to play certain roles which reveal aspects of themselves and which help them in their exploration.		
Curiosity	1. **To identify** the different roles they can play in school.	Roles played in school: - leader, discussion leader, participant, organizer
Awareness	2. **To analyze** their ways of perceiving these roles.	

Orientation of the Unit:

In this unit, students are encouraged to expand their explorations of school further by analyzing their ways of experiencing different roles at school. In different situations in life, individuals' behaviour may become solidified by the roles they play. One way to get to know oneself is to know the roles one plays in different circumstances and to analyze the degree of ease felt in each role. This analysis leads inevitably to an adaptation of his/her way of playing roles. These roles are in fact fixed and stereotyped if the person is not aware of his/her behaviour. On the other hand, if teachers encourage students to undertake a dynamic analysis of their behaviour, the students may become able to reinforce the behaviours with which they are comfortable, and may gradually be able to eliminate those with which they feel ill at ease.

In addition, teachers can introduce role-playing as a means of helping students perceive and understand realities that are not immediately experienced, such as practising an occupation. However, teachers should begin by encouraging the students to observe the roles that they are experiencing at school, before they help the students to analyze occupational roles.

See also Units 2.221 and 2.321.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 23 **Unit 2.431: Identifying with occupational models.** ⚙ **To recognize** that an understanding of the points of view, actions, and characteristics of workers will assist them as they pursue their explorations of themselves and their occupational environments.		
◎ Imagination	1. **To identify** themselves with different workers in order to improve their knowledge and understanding.	Occupational models and role-playing
👁 Awareness	2. **To explain** how identifying themselves with various occupations helps them to discover new aspects of occupations.	New aspects of occupations
♥ Awareness	3. **To detect** where their information is incomplete and inadequate.	
👁 Awareness	4. **To accumulate** additional information about these occupations.	

Orientation of the Unit:

In this unit, teachers should assist students to discover the occupational roles that exist, guide them so that they see how they relate to these occupational roles, encourage them to discover the points of view of others about these roles, and help them identify additional occupations. The students should also be given the opportunity to become aware of the comfort or discomfort they feel with respect to tasks accomplished during the role-playing.

See also Units 2.241 and 2.421.

Secondary III

CAREER CHOICE EDUCATION
Secondary III

Vertical and Horizontal Programming Tables of the Units

Titles of the Modules and Units and Summaries of the Related Content

Crystallizing vocational preferences

General Objective of the Level

The students should crystallize the different items acquired during the exploring phase into a general orientation.

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
Becoming aware of the need to make educational and vocational choices 3.1 The students should realize the necessity of making educational and vocational choices.	1	Becoming involved in crystallizing behaviours (T.O. 3.311) Conceptual thought intellectual skills			
	2				Establishing relationships between their personal identities and their career orientations (T.O. 3.141) Self-conception and general orientation
	3			Identifying the links between the occupational categories and their orientations (T.O. 3.131) Occupational categories	

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	4		Discovering the meanings of their evolution within the school system **(T.O. 3.121)** School system: - possible orientations - training programs		
Becoming aware of and relating points of view and their meanings **3.2** The students should become aware of the many ways in which they can combine the information at their disposal and interpret it in the context of their general orientations.	5	Discovering means for forming categories **(T.O. 3.211)** Strategies and styles of categorizing			
	6			Associating occupations according to criteria **(T.O. 3.231)** Criteria for categorizing professions Types of classifications	
	7			Defining the meaning of the characteristics of tasks in work **(T.O. 3.232)** Characteristics of functions of work: - level of complexity - degree of responsibility	

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	8				Organizing the components of their personal identities **(T.O. 3.241)** Components of personal identity: - needs, values, attitudes, interests, skills
	9		Relating school subjects to education in general **(T.O. 3.221)** School subjects, training plan and vocational orientations		
	10	Establishing the meaning of their experiences **(T.O. 3.212)** Meaningful experiences Indications of cognitive maturity			
	11		Clarifying their situation as students **(T.O. 3.222)** Activities at school		
	12				Discovering the meaning of their performances **(T.O. 3.242)** Interests Talents

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	13				Relating their personal identities to their future life styles (T.O. 3.243) Components of personal identity and life style
	14		Integrating their perceptions of their experiences at school (T.O. 3.223) Meaning of their performances Success and educational orientation		
	15			Attributing personal significance to work (T.O. 3.23[illegible]) [illegible] and [illegible] work	
	16			[illegible] the evolution of the world of work (T.O. 3.234) Interdependence of the factors that cause employment or unemployment Prospects of the world of work Trends in the job market: - mobility	

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
identifying essential characteristics and long-lasting interests. **3.3** The students should identify the essential characteristics and elements of long-lasting interest in certain activities so as to determine their vocational preferences.	17	Finding the meaning of characteristic features in the decision-making process **(T.O. 3.311)** Characteristic features: - emergence - convergence - personal significance			
	18			Conceiving self-representation as an organizing structure **(T.O. 3.341)** Qualities of self-representation: - certainty - stability - formulation of preferences	
	19			Relating self-image and environment **(T.O. 3.342)** Realism in self-description Subjectification	

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	20	Identifying the importance of personal dynamics **(T.O. 3.312)** Personal dynamics: - emergence of preferences - emergence of interests Ways of gathering information and direction of personal development			
	21		Linking their school preferences with their educational futures **(T.O. 3.321)** Educational preferences and future educational orientations Institutional program		
	22			Becoming aware of their vocational preferences **(T.O. 3.331)** Emergence of vocational preferences Recurrence of occupational interests	
	23				Seeing their personal identities as meaningful structures **(T.O. 3.343)** Psychological types Psychological orientations Themes of personal development

GENERAL OBJECTIVES OF THE MODULE

Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
24			Relating psychological orientations to working environments **(T.O. 3.332)** Working environments and psychological orientations	
25			Relating personal identity to occupational identity **(T.O. 3.333)** Occupations and life styles	
26		Noting the relationships between course selection and general orientation **(T.O. 3.322)** Course selection and general orientation		

3.1 The students should realize the necessity of making educational and vocational choices.

In each unit, the students are encouraged to develop:

ATTITUDES	**SKILLS** **(Intermediate Objectives)**	**KNOWLEDGE** **(Related Content)**
Sequence 1 **Unit 3.111: Becoming involved in crystallizing behaviours.** **To recognize** that the time has come for them to crystallize their knowledge and ideas through conceptual thinking.		
Interest	1. **To acquire** the intellectual skills required to organize their knowledge and ideas in broad, comprehensive categories.	Conceptual thinking: - intellectual skills e.g. matching, combining, organizing
Continuity	2. **To examine** the tendencies and directions their development has taken as a result of the decisions made to this point.	Links and relationships between past, present and future decisions
Continuity	3. **To perceive** the link between the information available to them and the information they need in order to make decisions.	Information needed for eventual decisions

Orientation of the Unit:

In Module 3.1, students should be encouraged to continue searching for information, as they had done in the exploration stage, and to organize the information they have about themselves and their educational and occupational environments. Teachers may help the students search for and organize this data in several different ways including the following: encouraging the students' need for order; helping them organize their facts so that they can formulate general orientations; helping the students become aware of the constants in their decisions; encouraging their interest in extrapolating meaning from their behaviours; students should be asked to screen the information obtained, selecting the particular details helping them to make informed decisions; and striving to encourage the students to associate their day-to-day experiences with future educational and occupational decisions. These exercises in crystallizing are aimed at helping students develop new attitudes and new skills in conceptual thinking (cognitive skills.) In short, teachers should encourage, stimulate and support the students' interest and involvement in the exercises, so that they will experience a sense of continuity.

See also Unit 3.212.

<table>
<tr><th>ATTITUDES</th><th>SKILLS
(Intermediate Objectives)</th><th>KNOWLEDGE
(Related Content)</th></tr>
<tr><td colspan="3">Sequence 2
Unit 3.141: Establishing relationships between their personal identities and their career orientations.
To grasp the relationships between the need for self-knowledge and the act of defining a satisfactory general orientation.</td></tr>
<tr><td>♥ Interest</td><td>1. To understand the relationships between the various elements of their personal identities as they perceive them.</td><td>Dimension of personal identity:
- interests
- aptitudes
- values
- needs, etc.</td></tr>
<tr><td>♥ Coherence</td><td>2. To establish as many links as possible between the dimensions of their personal identities and the possibility of formulating suitable general orientations.</td><td>Concept of self and general orientation:
- nature
- evolution
- functions</td></tr>
</table>

Orientation of the Unit:

The students have been encouraged to establish relationships between the various aspects of knowledge acquired during the exploration stage. Teachers should now help students to discover what their individual perceptions have in common, and to set up categories for their self-images. Teachers should also encourage students to become familiar with these concepts of self, their evolution and their functions in the career choice process.

See also Units 1.241, 1.341, 2.241, 2.341, 2.342, 3.111, 3.241 and 3.243.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 3 **Unit 3.131: Identifying the links between the occupational categories and their orientations.** ⚙ **To understand** that, in regard to the decisions they will have to make, they will be able to establish their general orientations only after they have isolated and assimilated the basic data about the world of work.		
♥ Self-motivation	1. **To classify** all the information about the world of work in coherent occupational categories.	Categories of occupations: - classifying occupations and formulating suggestions for solving problems related to decision-making - means of handling a great deal of information
♥ Self-motivation	2. **To perceive** the link between classifications based on occupational categories and the importance of establishing general alternatives.	

Orientation of the Unit:

In this unit, students should be encouraged to learn to classify the information concerning the world of work that they have been accumulating during the exploration stage. Teachers have been familiarizing the students with the concept of classification, so that the students will eventually learn that categories of occupations may suggest possibilities for their own general orientation, and that categories provide a means for dealing with the extensive data that may be involved in making a decision.

See also Units 3.111, 1.232, 1.333 and 3.231.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 4 **Unit 3.121: Discovering the meaning of their evolution within the school system.** **To determine** the patterns of their evolution within the school system by developing a comprehensive view of the paths they could follow.		
♥ Interest	1. **To perceive** the links between school and the world of work.	The school system and the world of work: - schedule - rules and rights - interpersonal relations - teacher/student relations - employer/employee relations - other
👁 Interest	2. **To perceive** the links between the different levels of school learning.	General orientations of the school system: - successive stages - training programs - subject profiles
♥ Interest	3. **To condense** all the information about the world of school by grouping it in large sectors in accordance with the educational level required.	Sectors of vocational education: - secondary - college - university

Orientation of the Unit:

In this unit, students should be encouraged to find relationships between school life and the world of work so that they will take a greater interest in improving their lives as students. These exercises should also serve as a basis for organizing the students' information about the world of school into comprehensive descriptions of the options open to them at the different teaching levels and in several different sectors.

See also Units [illegible], 2.221, 3.321 and 3.322.

3.2 The students should become aware of the many ways in which they can combine the information at their disposal and interpret it in the context of their general orientations.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 5 **Unit 3.211: Discovering means for forming categories.** ☞ **To discover** what is invariable in the operations involved in classifying information.		
♥ Interest	1. **To classify** under broad categories the information accumulated during the exploring phase.	Methods and types of categorizing: - contiguity - relationships of similarity, function, usefulness, and purpose Level of conceptualizing: - degree of concreteness - degree of abstraction - degree of inclusiveness
♥ Interest	2. **To classify** this information by grouping it under increasingly broad categories.	

Orientation of the Unit:

In Module 3.2, students should be encouraged to develop greater knowledge about the categorizing procedures for structuring all the information they have accumulated during the exploration stage. Teachers should help them to understand how to reduce the information to common denominators and general concepts, so that they may develop greater mastery of their data. Students should be encouraged to realize that their information concerning the world of work may be organized in many different ways. Teachers should encourage the students during these exercises so that they will become aware of their ability to handle a great deal of information by categorizing it. This awareness will increase the students' confidence about their future career orientations.

See also Units 3.221, 3.231, 3.232 and 3.242.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 6 **Unit 3.231: Associating occupations according to criteria.** ⚙ **To realize** that their needs and values enable them to structure their perceptions of the world of work in different ways.		
👁 Interest	1. **To develop** different criteria for classifying occupations.	Categorization criteria: - equipment, work environments, aptitudes, functions, educational levels
👁 Organization	2. **To group** occupations in more or less broad categories.	
♥ Interest	3. **To perceive** the relationships between the level of responsibility in the completion of work tasks, between aptitudes and education level.	Types of classifications: a) double-entry - CUISEP, CINA, Roe, Super*
👁 Order	4. **To classify** occupations using the criteria employed in different systems of classification.	b) others; - CCDO - census - by type of industry

Orientation of the Unit:

In this unit, teachers should help students to reduce their varied data about the world of work, which they have collected during the exploration stage, to more manageable dimensions by categorizing them. Through this exercise, the teachers should attempt to make the students aware of the relationships between occupations. The "characteristic features" of material previously studied, become "categorization criteria" in this unit, or criteria for grouping occupations and for studying the world of work on its own. The students are encouraged to structure the world of work in different ways: according to work tasks, aptitudes and training, work environments or functions of work.

See also Units 1.231, 1.331, 3.211, 2.231, 2.222, 1.233, 1.333 and 3.232.

* CUISEP - Classification unique en information scolaire et professionnelle
CINA - Centre d'intérêt et de niveau d'aptitude
Roe, Super - Researcher-writers who have developed their own systems of classifications

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 7 **Unit 3.232: Defining the meaning of the characteristics of tasks in work.** ◎ **To compare** the characteristics of the tasks related to various occupations in order to have a better understanding of the world of work.		
👁 Interest	1. **To discover** what various occupational tasks have in common by considering how they interrelate and what they affect (data, people, things.)	Characteristics of occupational tasks Interdependence (data, people, things)
👁 Order	2. **To perceive** the relationships between levels of complexity of tasks and degrees of responsibility.	Levels of complexity of tasks and degree of responsibility
♥ Coherence	3. **To discover** the links between the occupations in the same sector of activities in terms of these levels of complexity and degrees of responsibility.	Links between occupations in a given sector

Orientation of the Unit:

In this unit, students should be encouraged to continue the process of structuring the world of work by using the characteristics of tasks (data, people, things.) Teachers should also help students to establish the relationships between the functions of work according to various factors: interdependence, complementarity of the workers, level of complexity of the task versus the degree of responsibility and activity sectors. Teachers should strive to interest the student in finding relationships and in discovering associations between the elements of various tasks. Teachers should also encourage the students' need to express and improve their tendencies toward greater order and coherence.

See also Units 2.431, 1.333, 2.222 and 1.232.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 8 **Unit 3.241: Organizing the components of their personal identities.** **To organize** their various perceptions of themselves into more coherent groupings.		
Self-esteem	1. **To devise** categories in which to classify diverse perceptions of themselves, which take into account the components of personal identity.	Components of personal identity and self-image
Continuity	2. **To perceive** the importance of concepts of self for a better understanding of themselves.	

Orientation of the Unit:

In this unit, students should be encouraged to use the components of their personal identities, which they have identified previously, to devise categories grouping various perceptions of themselves and which therefore emerge as "self-images." Teachers should ensure that the students concentrate on creating positive self-images, so that they may use the concepts of self that result for identifying their vocational preferences.

See also Units 3.141, 3.343, 3.242 and 3.243.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 9 **Unit 3.221: Relating school subjects to education in general.** **To relate** school subjects to different aspects of the general plan of education, and to define the contribution of each to the general orientations.		
Organization	1. **To define** the educational role of each subject, and to relate it to the school's overall educational plan.	School subjects and educational plan
Coherence	2. **To relate** the universal values of various school subjects to broad vocational orientations.	School subjects and vocational orientations

Orientation of the Unit:

In this unit, students should be encouraged to demonstrate their ability to synthesize, by drawing up a table in which the links between school subjects, levels of education and occupations are established.

See also Units 1.321, 2.222 and 3.121.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 10 **Unit 3.212: Establishing the meaning of their experiences.** **To find** the significance of their experiences by applying criteria of classifying.		
Coherence	1. **To discover** what is invariable in certain experiences.	Meaningful experiences
Interest	2. **To describe** themselves in general and abstract terms rather than in concrete terms linked to specific events.	Indications of cognitive maturity: - abstraction - generality

Orientation of the Unit:

In this unit, students should be encouraged to clarify their individual self-concepts. Teachers should suggest that students begin with their personal experiences and isolate what is meaningful. They then suggest that the students define this information in general and abstract terms, or concepts of self. The students should then be encouraged to use the skills of synthesis or coherence so that they realize that the knowledge they have about their identities and their personal development is related to the level of precision in their concepts of self. Teachers should emphasize this connection, because it is crucial to the students' vocational development.

See also Units 3.211, 2.241, 2.341, 2.342 and 3.222.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 11 **Unit 3.222: Clarifying their situation as students.** **To clarify** their situation as students by analyzing and understanding the outcomes of their school experiences.		
Coherence	1. **To perceive** links among the different school activities in which they have participated and to classify them by categories.	School activities: - courses - student activities - sports activities
Continuity	2. **To recognize** the recurring and truly characteristic elements of their conceptions of themselves as students.	

Orientation of the Unit:

In this unit, students should concentrate on extracting the meaning of their participation in school activities. Teachers should encourage the students to categorize these activities, thus increasing their knowledge about their own behaviours. The teachers should then help them to determine the characteristics of their self-images.

See also Units 2.221, 2.441, 3.221, 3.242 and 3.223.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 12 **Unit 3.242: Discovering the meaning of their performances.** **To understand** the significance of their performances during activities in which they show interest.		
♥ Coherence	1. **To sum up** their preferences with respect to certain activities and to identify their interests by this process.	Interests: - physical - intellectual and psychological - social and cultural
◎ Self-esteem	2. **To understand** the significance of their performances during these activities and **to identify** their talents.	Talents: - ability to learn and to understand - sense of observation and analysis - sense of organization and planning - ability in self-expression and communication - judgment and decisiveness
♥ Interest	3. **To establish** the links between their interests, talents and certain occupations.	Interests, talents and occupations

Orientation of the Unit:

In this unit, as in the other units, teachers should help students to develop positive self-images, for if students feel confident, they will be more likely to perceive themselves in terms of their qualities, talents and skills. The teachers should encourage this attitude in the students, so that they will be motivated to establish the relationships between their personal capabilities and various occupational sectors. The teachers should emphasize that the more knowledge the students have about their personal identities, the better their understanding of the world of work.

The students should continue this exercise in the next unit. Students should be encouraged to clarify their identities by matching their components to their expected life styles. This process should help students define their values.

See also Unit 3.222.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 13 Unit 3.243: **Relating their personal identities to their future life styles.** ● **To relate** the components of their personal identities to the life styles they envisage for the future.		
♥ Self-esteem	1. **To construct** an image of themselves using certain components of their personal identities.	Components of personal identity: - body image (I am...) - skills (I can...) - interests (I like...) - values (I should...) - needs (I want...) - opinions (I think...) - beliefs (I believe...)
◎ Coherence	2. To **sum up** their main characteristic traits in personal terms.	Personal characteristics
♥ Coherence	3. **To perceive** the links between the components of their personal identities and the life styles they envisage.	Components of personal identity and future life style

Orientation of the Unit:

In this unit, students should be encouraged to focus on clarifying their personal identities by specifying each component. Once the students have summed up their main character traits in clear and precise terms, the teachers should help them to establish relationships between self-image and different life styles.

See also Unit 3.242.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 14 Unit 3.223: **Integrating their perceptions of their experiences at school.** **To synthesize** all their observations and analyses of their situation as a student.		
Self-esteem	1. **To determine** the meaning of their efforts and performances in school in terms of general orientation.	Meaning of their performances in school activities
Continuity	2. **To see** the connection between their levels of achievement and the educational alternatives that are available to them.	Levels of achievement and school orientation

Orientation of the Unit:

In this unit, teachers should help students to study their performances in various school activities. The students should be encouraged to approach this exercise with confidence, and teachers should help them to extract the significance of their performances and the importance of their achievements to their general development. The students should also continue the exercise of clarifying their situation in student life and should be encouraged to become aware of the contribution that school subjects make to various occupational orientations. Once the students are aware of the relationships between their present educational situations and their future occupational training, teachers may help them to determine the tendencies that are revealed through their achievements and performances in various activities.

See also Units 3.222, 3.321 and 3.242.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 15 Unit 3.233: **Attributing personal significance to work.** **To isolate** the constants of their personal work experiences (real or imaginary).		
♥ Interest	1. **To discover** what remains constant in the images or ideas they have about work.	Meaning and value of work
👁 Interest	2. **To highlight** the recurring tendencies in the different interpretations they give to their own work experiences.	Work: - self-realization - expression of dominant characteristics: . interests . talents - alienation, frustration or satisfaction

Orientation of the Unit:

In this unit, students should be encouraged to become more interested in the meaning of work. Teachers should help them to analyze the meaning and value of work according to the students' own experiences rather than to those of workers, emphasizing the students' interest in the concept of work. This demonstration of their interest in the concept of work is fundamental to the successful completion of the following unit.

See also Units 1.332 and 2.231.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 16 **Unit 3.234: Tracing the evolution in the world of work.** ◎ **To discover** what the various factors that modify the conception of work and the general situation of the labour market have in common.		
♥ Interest	1. **To establish** links between the factors of progress and their impact.	Interdependence of the variable factors that cause employment or unemployment: - scientific discoveries - automation - inflation
◎ Coherence	2. **To analyze** the changes in standards of living and working conditions and their combined repercussions on the decision-making process.	
♥ Interest	3. **To arrive** at a global conception of the characteristics of the labour market in future years.	Prospects in the world of work: - trends in the job market - mobility, retraining, etc.
♥ Coherence	4. **To perceive** similarities between their own conceptions of work and those of their peers.	

Orientation of the Unit:

In this unit, students should be encouraged to study changes in the world of work brought about by demographic, technological and economic developments. Teachers should help the students to draw up a plan of the world of work in which they will eventually have to integrate. Teachers should also help the students to discuss their conceptions of the future world of work, and to redefine their ideas, if necessary.

See also Units 2.133 and 4.331.

3.3 The students should identify the essential characteristics and elements of long-lasting interest in certain activities so as to determine their vocational preferences.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 17 Unit 3.311: **Finding the meaning of characteristic features in the decision-making process.** **To discover** what is constant in the many disparate events of their daily lives and how they translate these constants into recurring characteristic features.		
Interest	1. **To find** characteristic features of their various experiences so as to determine their strengths and weaknesses.	Characteristic features: - emergence
Organization	2. **To reduce** these characteristics to their essential by taking them out of their original contexts.	- convergence
Coherence	3. **To determine** what these characteristic features mean to them with respect to their need to be aware of their personal identities.	Personal significance

Orientation of the Unit:

In Module 3.3, students should be encouraged to demonstrate their sense of continuity by becoming involved in ways to bring out characteristic and recurrent traits of their personal identities. By becoming interested in finding logical links between their many different experiences, the students may then learn to reduce these significant features to the essentials by placing them into very broad categories. Students and teachers will continue this exercise in the next unit so as to give the students the opportunity to test the certainty and stability of their self-images by reexamining their characteristic features.

See also Units 3.321 and 3.331.

<table>
<tr><th>ATTITUDES</th><th>SKILLS
(Intermediate Objectives)</th><th>KNOWLEDGE
(Related Content)</th></tr>
<tr><td colspan="3">Sequence 18
Unit 3.241: Conceiving self-representation as an organizing structure.
To realize that self-awareness allows individuals to assert themselves more effectively.</td></tr>
<tr><td>Self-esteem</td><td>1. To conceive more detailed descriptions of the characteristic features they ascribe to themselves.</td><td>Qualities of self-representation:
- refinement, richness of detail</td></tr>
<tr><td>Interest</td><td>2. To establish the link between their confidence when describing their characteristic features and their conviction that they are in actuality what they claim to be.</td><td>- certainty of self-concepts:
. firm assurance
. deep conviction</td></tr>
<tr><td>Coherence</td><td>3. To highlight the repetitions in their way of describing their characteristic features.</td><td>- stability of self-concepts:
. permanence
. invariability</td></tr>
<tr><td>Self-esteem</td><td>4. To discover that self-awareness is directly related to the ease felt by individuals formulating their personal and occupational preferences.</td><td>Self-images and formulation of preferences</td></tr>
</table>

Orientation of the Unit:

Continuing the exercise of the preceding unit, students should be encouraged to learn that self-representation (characteristic features, self-image, concepts of self) should be seen as a means for organizing. Teachers should also help the students understand that the qualities fostered by this structure (refinement, certainty, stability) are related to their ability to develop and effectively reach their potential.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 19 **Unit 3.342: Relating self-image and environment.** **To understand** that their self-images are directly related to what they think they are, and that these self-images are influenced by the people around them.		
Order	1. **To perceive** similiarities between what they think they are and what others communicate to them about themselves.	Realistic self-description
Coherence	2. **To relate** their subjective appreciation of themselves, be it positive or negative, to their behaviours.	Self-assessment: - self-esteem - self-confidence - self-acceptance - role in activities of life
Self-esteem	3. **To understand** how the lack of self-assessment leads to failure whereas the fact of having a positive self-image leads to success.	

Orientation of the Unit:

In this unit, students should be encouraged to compare their self-images with the perceptions of those around them. Teachers should help the students to understand that once they focus on having a positive self-image, they will realize that self-confidence is a measure of personal success.

See also Units 3.341, 3.343 and 3.312.

<table>
<tr><th>ATTITUDES</th><th>SKILLS
(Intermediate Objectives)</th><th>KNOWLEDGE
(Related Content)</th></tr>
<tr><td colspan="3">Sequence 20
Unit 3.312: Identifying the importance of personal dynamics.
✓ To bring to light the dynamic processes that enabled them to identify the basic attributes which characterize them.</td></tr>
<tr><td>👁 Order</td><td>1. To conceive the dynamics of their behaviours as the synthesis of the social and cultural influences they have integrated into their personality.</td><td>Personal dynamics resulting from the interaction of various influences:</td></tr>
<tr><td>♥ Interest</td><td>2. To establish the relationship between these influences and the activities that they enjoy or dislike.</td><td>- emergence of preferences</td></tr>
<tr><td>◎ Continuity</td><td>3. To note that interests which arose out of preferences for certain activities have been satisfying and rewarding.</td><td>- emergence of interests</td></tr>
<tr><td>👁 Interest</td><td>4. To establish the connection between their interests and their search for situations into which to channel their energies.</td><td></td></tr>
<tr><td>👁 Self-esteem</td><td>5. To associate their interests with the development of particular skills.</td><td>- interests and development of skills</td></tr>
<tr><td>◎ Continuity</td><td>6. To associate the ways in which they gather information and use information sources, with the directions in which they wish to guide their personal development.</td><td>Ways of gathering information and direction of personal development</td></tr>
</table>

Orientation of the Unit:

In this unit, students should be encouraged to define the relationships between the various influences which affect them, and their inclinations to act.

See also Units 3.242, 3.243, 3.311 and 3.321.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 20 Unit 3.312: **Identifying the importance of personal dynamics.** **To bring to light** the dynamic processes that enabled them to identify the basic attributes which characterize them.		
Order	1. **To conceive** the dynamics of their behaviours as the synthesis of the social and cultural influences they have integrated into their personality.	Personal dynamics resulting from the interaction of various influences:
Interest	2. **To establish** the relationship between these influences and the activities that they enjoy or dislike.	- emergence of preferences
Continuity	3. **To note** that interests which arose out of preferences for certain activities have been satisfying and rewarding.	- emergence of interests
Interest	4. **To establish** the connection between their interests and their search for situations into which to channel their energies.	
Self-esteem	5. **To associate** their interests with the development of particular skills.	- interests and development of skills
Continuity	6. **To associate** the ways in which they gather information and use information sources, with the directions in which they wish to guide their personal development.	Ways of gathering information and direction of personal development

Orientation of the Unit:

In this unit, students should be encouraged to define the relationships between the various influences which affect them, and their inclinations to act.

See also Units 3.242, 3.243, 3.311 and 3.321.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 21 **Unit 3.321: Linking their school preferences with their educational future.** **To sum up** in meaningful statements what they have learned from their successes and performances.		
Order	1. **To determine** their continuing preferences in school and **to discover** the common and constant characteristics of the school subjects in which they succeed and which they like best.	School preferences and future educational orientations
Continuity	2. **To relate** their school preferences to their future scholastic orientations.	Future scholastic orientations
Interest	3. **To have** a comprehensive picture of the school program adapted to their vocational preferences, with a view to their general orientation.	School program

Orientation of the Unit:

In this unit, students should continue the exercises of the preceding unit, and teachers should give them the opportunity to demonstrate their preference for order and coherence by examining their scholastic performances so as to begin to identify their occupational preferences. Once they have identified their interests and talents, as well as their occupational preferences, the students will be able to complete the course selection stage, ending with Unit 3.322.

See also Units 3.223 and 3.331.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 22 **Unit 3.331: Becoming aware of their vocational preferences.** ⊛ **To become aware** of their recurring interests in their actual or anticipated work experiences.		
👁 Order	1. **To determine** their preferences both in the context of their search for suitable occupational activities and in regard to their vocational plans.	Emergence of vocational preferences
♥ Coherence	2. **To determine** what is recurrent in their preference for certain occupations.	Recurrence of occupational interests
♥ Continuity	3. **To perceive** the links between their interests and their perception of the occupational activities to which they tend to be attracted.	

Orientation of the Unit:

In this unit, students should be encouraged to define their occupational preferences in more detail. Looking to their work experience for information, the students should become involved in classifying projects relating to occupations.

See also Units 3.242 and 3.312.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 23 Unit 3.343: **Seeing their personal identities as meaningful structures.** **To see** their personal identity as a meaningful structure which enables them to organize all their attributes into a comprehensive system (which becomes, to an extent, their psychological type).		
♥ Interest	1. **To understand** that self-knowledge and self-awareness are linked to a psychological or internal structure which gives meaning to their environment.	Psychological types
♥ Interest	2. **To establish** a link between the search for certain comfortable environments and their psychological orientations.	Psychological orientations: - realistic, intellectual, social, conventional, artistic
👁 Order	3. **To determine** the general direction of their personal development by considering all the themes they intend to stress.	Themes of personal development: - helping people - self-actualization - encouraging well-being - idealism

Orientation of the Unit:

In this unit, students should be encouraged to match components of their personal identities according to an internal psychological structure defining their psychological type.

Teachers should help the students to identify the themes of their dynamics (the basis of their eventual identity, by summing up their way of differentiating themselves from others) so as to define their psychological orientation.

See also units 3.243 and 3.322.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 24 **Unit 3.332: Relating psychological orientations to working environments.** **To understand** that individuals tend to surround themselves with people and things that are compatible with their own psychological make-up.		
Interest	1. **To discover** that individuals' interests, skills and character are involved in their search for solutions to their problems.	Work environments and psychological orientations: - realistic, intellectual, social, conventional, entrepreneurial, artistic
Interest	2. **To relate** each psychological type to work environments that correspond to specific interests.	

Orientation of the Unit:

By using the data collected in Unit 3.331, concerning the students' awareness of their occupational preferences, teachers should help the students to understand that, because individuals have interests, abilities and particular reasons for acting, these individuals manifest tendencies which may be observed in work environments suited to their psychological orientations.

ATTITUDES	**SKILLS** **(Intermediate Objectives)**	**KNOWLEDGE** **(Related Content)**
Sequence 25 **Unit 3.333: Relating personal identity to occupational identity.** ◎ **To realize** that in formulating general orientations they are also expressing their conceptions of themselves as unique individuals.		
◎ Interest	1. **To see** occupations in a particular sector as means of achieving the life styles in which they have shown interest.	Occupations: - means of achieving life styles
♥ Interest	2. **To see** the links between psychological orientations and work environments and their personal and vocational identity.	Juncture of personal and occupational identities.

Orientation of the Unit:

In this unit, teachers should give the students the opportunity to learn that an occupational activity is a form of self-expression. The students should be made aware that their occupational identities are a functional translation of their personal identities.

See also Units 3.332, 3.243 and 3.343.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 26 **Unit 3.322: Noting the relationshps between course selection and general orientation.** **To note** the relationships between course selection and their development in general.		
👁 Coherence	1. **To establish** the relationships between an appropriate selection of courses and an adequate educational path which will give them access to a future occupation.	Course selection and general orientation
❤ Interest	2. **To select** an educational path which corresponds to the general orientation they are considering.	

Orientation of the Unit:

In this unit, teachers should work with the students to produce a synthesis of their personal and vocational identities, based on the exercises carried out in the previous units. The students should be encouraged to demonstrate their ability to be coherent by relating career orientation to the appropriate educational paths. The students should also be encouraged to be flexible enough to revise their course selections if necessary, so that they coincide with the students' career orientations.

The choice of courses will be reevaluated in Secondary IV (Unit 4.121) in accordance with the students' values and needs.

See also Units 3.223 and 3.321.

Secondary IV

CAREER CHOICE EDUCATION
Secondary IV

Vertical and Horizontal Programming Tables of the Units

Titles of the Modules and Units and Summaries of the Related Content

Specifying occupational preferences

General Objective of the Level

The students should specify their vocational preferences and draw up plans that take into consideration what they want to do as well as what they can do.

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
Comparing and prioritizing values and needs and determining their role. 4.1 The students should compare and determine the relative importance of the values and needs that underlie their behaviours, and they should also define the role played by these values and needs in their educational and occupational environments.	1	Becoming involved in specifying behaviours (T.O. 4.111) Critical thinking Specifying behaviours			
	2	Examining the role of values and needs (T.O. 4.112) Role of values and needs Need to prioritize their personality traits			
	3		Examining their school progress and performance (T.O. 4.121) School progress and performance		

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	4				Evaluating the influence of their subjective realities **(T.O. 4.141)** Subjective reality: - dimensions - influences
	5			Affirming their values that are related to work **(T.O. 4.131)** Values related to work: - job satisfaction - success in the job	
	6			Meaning of work for workers **(T.O. 4.132)** Life styles Prejudices and stereotypes	
	7				Prioritizing plans **(T.O. 4.142)** Preferred projects
	8			Examining the role of values and needs in choosing a career **(T.O. 4.133)** Values, needs and career choices	

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	9		Comparing choice of options and choice of professions **(T.O. 4.122)** Order of importance of school programs and professions.		
Seeking possible alternatives and comparing them with the needs and values. **4.2** The students should obtain specific information and relate it to the needs and values they have identified.	10	Selecting sources of information **(T.O. 4.211)** Services of information: - validation - interpretation			
	11				Checking their personality traits against desired occupations **(T.O. 4.241)** Personality traits and specific occupations
	12			Evaluating characteristic features of occupations **(T.O. 4.231)** Characteristic features of occupations	
	13		Examining training possibilities **(T.O. 4.221)** Vocational education programs		

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	14	Seeking additional information **(T.O. 4.212)** Degree of detail of the information and quality of the choice			
	15			Seeking information suitable to their personalities **(T.O. 4.232)** Classifying occupations	
	16		Identifying educational programs **(T.O. 4.222)** Continuation of studies and personal characteristics		
Evaluating projects according to desirability and feasibility. **4.3** The students should evaluate the choices they plan to make in terms of desirability and feasibility.	17	Evaluating circumstantial aspects of their choices **(T.O. 4.311)** Desirability and feasibility of projects			
	18				Establishing their limitations and identifying skills **(T.O. 4.341)** Personal limitations in completing projects Compensating abilities and possibilities

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	19			Prioritizing desirable and feasible occupations (T.O. 4.331) Desirable and feasible occupation projects: - outside contingencies	
	20		Evaluating the contextual realities of their educational decisions (T.O. 4.321) Desirability and feasibility of their programs of study		
Making decisions as a result of their work. 4.4 The students should make decisions based on all the elements already considered in the context of their decision-making process.	21	Weighing the role of skills and styles of decision-making (T.O. 4.411) Types of decisions and styles of decision-making Personal responsibility			
	22			Choosing occupations in a realistic and appropriate way (T.O. 4.431) Realistic and appropriate choices of occupations	

GENERAL OBJECTIVES OF THE MODULE

Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
23		Choosing programs of studies **(T.O. 4.421)** Choosing programs of studies		
24				Examining the elements involved in their decisions **(T.O. 4.441)** Unsatisfied personal aspects as a result of these decisions

4.1 The students should compare and determine the relative importance of the values and needs that underlie their behaviours, and they should also define the role played by these values and needs in their perception of themselves and their educational and occupational environments.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 1 **Unit 4.111: Becoming involved in specifying behaviours.** **To recognize** that the time has come for them to specify their choices by thinking critically.		
♥ Confidence	1. **To acquire** the intellectual skills required for them to be able to specify their vocational preferences.	Critical thinking
◎ Confidence	2. **To find out** and examine the tendencies and directions they have given to their development through the decisions they have made up to now.	Relationships between past and future decisions
◎ Discrimination	3. **To perceive** the link between the information at their disposal and the information they need in order to make a decision.	Information needed in order to make a decision

Orientation of the Unit:

After a review of the students' progress since the exploring phase, teachers should encourage them to become involved in new behaviours dealing with critical thinking. Then, in this module, teachers should work with them on evaluating their school and occupational projects. The students should be encouraged to develop a sense of judgment, self-confidence and risk-taking abilities.

The teachers and students should then review previously studied means of decision-making. This simultaneously emphasizes the gaps in the students' information, and enables them to understand the necessity of pursuing enlightened decision-making methods.

See also Unit 4.112.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 2 **Unit 4.112: Examining the role of values and needs.** ✓ **To examine** the role of values and needs in the conduct of human activities and the decision-making process.		
♥ Cricital sense	1. **To evaluate** the predominance and impact of certain values and needs; to examine the impact of such values and needs on their perceptions of the environment.	Values and needs: - their impact on their perceptions of the environment - their role in the determination of objectives - their influence on decision-making
👁 Responsibility	2. **To assess** the role of values and needs in determining and pursuing objectives.	
♥ Reflectiveness	3. **To compare** the categories of values and needs satisfied through choices.	Values, needs and choices

Orientation of the Unit:

In this unit, teachers should remind students that values and needs are fundamental elements of all decisions. The students should be encouraged to understand with precision and discernment how values govern daily decisions, colour people's perceptions and serve as links to other orientations. Students should also be encouraged to demonstrate their ability to think critically when dealing with the range of values and needs expressed by the other students in their groups.

See also Units 3.241, 4.243, 4.133, 4.311 and 4.121.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 3 **Unit 4.121: Examining their school progress and performance.** **To examine** their school progress and performance.		
Reflectiveness	1. **To evaluate** how their values and needs determine their educational choices.	School life: - educational choices
Critical sense	2. **To compare** their various performances and results in order to obtain information about their own values and needs.	Taking stock of personal involvement in school life: - participation in various activities - school performance

Orientation of the Unit:

In this unit, students should be encouraged to clarify their values and needs, by demonstrating their ability to reflect on their situation as students and by analyzing their conduct as students. The students should also learn to observe the dynamics of their curricular and co-curricular performances and to assign values and needs to them. This balance sheet of their school life helps them to identify the images they have of themselves as workers/students.

This exercise will continue in Unit 4.122, in which the students are encouraged to prioritize occupations in relation to their favorite school subjects. In this unit, teachers should also help the students to consider another important factor in their decisions and career orientations, namely their self-images.

See also Units 3.322 and 4.122.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 4 Unit 4.141: **Evaluating the influence of their subjective realities.** **To ascertain** whether their behaviour in various situations agrees with their self-images.		
Reflectiveness	1. **To identify** the special aspects of their self-images.	Dimensions of self-image: - personal needs - personal values - attitudes
Confidence	2. **To assess** the predominant influence exercised on their behaviour by their self-images.	- self-perceptions and opinions of others
Critical sense	3. **To compare** the opinions of those around them with their self-perceptions.	- beliefs
Reflectiveness	4. **To measure** the influence of their self-images on their actions and choices.	Influences of self-image on: - behaviours - perceptions - motivations - stereotypes and prejudices
Discrimination	5. **To select** from among their behaviours those which correspond to their self-images and those that result from external causes.	

Orientation of the Unit:

In this unit, students should be encouraged to measure the influence of their self-images on their attitudes, behaviours and decisions.

Teachers should highlight the dominance of the "self" and the students' subjective realities. Teachers should also encourage the students to feel responsibility for the development and self-actualization of the most prominent aspects of their individual personalities.

See also Units 3.342, 4.221 and 4.232.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 5 **Unit 4.131: Affirming their values that are related to work.** ⚙ **To specify** the relative importance of the individual characteristics innate in work.		
♥ Judgment	1. **To evaluate** the factors that are most likely to bring workers job satisfaction and personal success.	Job satisfaction and personal success.
♥ Confidence	2. **To state** explicitly what they are actually seeking in a particular occupation.	Values pertaining to work: - altruism, aesthetics, creativity, intellectual stimulation, independence, accomplishment, prestige, fringe benefits and economic advantages, security, environment, colleagues, life style, management

Orientation of the Unit:

In Secondary III, the students' personal characteristic features were related to their general orientations.

In this unit, students should be encouraged to identify themselves with known role models, to specify why they have chosen these particular models and eliminated other role models. Then teachers should help students reflect on the relative values of work, such as creativity, altruism, money, and social status. Finally, students work with teachers to evaluate man's social, psychological and intellectual relationships with work.

See also Units 3.141, 3.332, 3.333, 4.133 and 4.331.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 6 **Unit 4.132: Meaning of work for workers.** **To evaluate** the possible personal and social significance of work in the lives of different workers.		
Discrimination	1. **To explain** how an occupation may become a way of life by the way in which it enables individuals to channel their internal energies.	Life styles: - values and needs satisfied by an occupation - work with people, things or ideas - solitary work, work with others, concrete, abstract, competitive or physical work
Reflectiveness	2. **To estimate** the extent to which the practice of an occupation reinforces living habits outside the work place.	Psychology and sociology of occupations
Discrimination	3. **To compare** the various social roles attributed to workers in different sectors.	Prejudices and stereotypes: - social status - prestige - standard of living

Orientation of the Unit:

In this unit, students should be encouraged to learn about the social status related to certain work sectors. Teachers should emphasize the psychological and sociological aspects of work by reiterating that work is done with individuals and with objectives.

Teachers should give particular attention to the relationships between work and life style. They should work with the students to establish these relationships in accordance with the students' personal beliefs and prejudices. Ideas associated with these beliefs and prejudices, such as social status, prestige and standards of living should be discussed in terms of occupational activities.

See also Units 3.343, 3.332, 4.441 and 4.142.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 7 **Unit 4.142: Prioritizing plans.** **To specify** why what they are or what they want to be cannot be entirely realized through a career choice.		
Discrimination	1. **To select** the elements of their personal identities which they do not intend to sacrifice to their projects.	Elements of personal identity that take priority
Confidence	2. **To list** in order of importance the plans they value the most.	Most important plans
Reflectiveness	2. **To identify** certain elements of their identities which can be dispensed with when they make a given choice.	Elements of low priority

Orientation of the Unit:

In this unit, students should be encouraged to demonstrate their sense of judgment and to become aware that all elements of their personal identities could not be satisfied by one choice, whatever it may be.

As a first step, teachers should help the students to prioritize the elements they consider most important, so that they can eliminate the projects that least attract them and determine the occupational projects that most attract them. In other words, students are encouraged to specify the projects most likely to satisfy the elements of their personal identities that they consider most important.

See also Units 4.141, 4.122 and 4.441.

<table>
<tr><th>ATTITUDES</th><th>SKILLS
(Intermediate Objectives)</th><th>KNOWLEDGE
(Related Content)</th></tr>
<tr><td colspan="3">Sequence 8
Unit 4.133: Examining the role of values and needs in choosing a career.
To evaluate the specific role played by prioritizing values and needs in career decision-making.</td></tr>
<tr><td>Discrimination</td><td>1. To identify the weight which should be given to certain values in career decisions, using cases of occupational success as illustrations.</td><td>Values, needs and career choices</td></tr>
<tr><td>Judgment</td><td>2. To prioritize the occupations they find most interesting in terms of their values.</td><td></td></tr>
</table>

Orientation of the Unit:

In this unit, teachers should seek to make students aware of the necessity to prioritize values and needs carefully so as to make rewarding decisions. Success in an occupation depends on the extent to which basic values are satisfied. Students should be asked to make another list of occupations, and arrange them in order of interest; they will find this list useful in Unit 4.331 when they evaluate their plans in terms of desirability and feasibility.

See also Units 4.112, 4.131, 4.331 and 4.122.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 9 **Unit 4.122: Comparing choice of options and choice of professions.** **To compare** the various orientations made possible for them by their success in subjects that interest them.		
Critical sense	1. **To establish** their preferences among school subjects.	School subjects and corresponding occupations
Judgment	2. **To prioritize** the occupations related to those school subjects that interest them.	

Orientation of the Unit:

In this unit, teachers should seek to help students to become aware that their school performances are a true indication of their interests, which are likely to guide them in their choice of options and eventually, occupations. Students should be asked to use the list prepared in the preceding unit to compare the most interesting occupations in terms of school subjects they like best.

The first module in the specifying stage ends with this comparison of different orientations based on school subjects.

See also Units 4.121 and 4.142.

4.2 The students should obtain specific information and relate it to the needs and values they have identified.

In each unit, the students are encouraged to develop:

<table>
<tr><th>ATTITUDES</th><th>SKILLS
(Intermediate Objectives)</th><th>KNOWLEDGE
(Related Content)</th></tr>
<tr><td colspan="3">Sequence 10
Unit 4.211: Selecting sources of information.
To evaluate all sources of information in order to select only those of recognized value.</td></tr>
<tr><td>Reflectiveness</td><td>1. To catalogue the types of documents used to obtain a specific piece of information.</td><td>Information sources:
- detail and accuracy</td></tr>
<tr><td>Discrimination</td><td>2. To compare sources of information and what they can provide.</td><td>- validation</td></tr>
<tr><td>Critical sense</td><td>3. To determine the value of the information that has been evaluated, using strict criteria.</td><td>- interpretation:
. credibility of the sources
. bias or objectivity in the writing</td></tr>
<tr><td>Reflectiveness</td><td>4. To evaluate the extent to which one's attitudes toward given information influence the manner in which the information is processed.</td><td>Attitudes toward information:
- prejudices and stereotypes</td></tr>
</table>

Orientation of the Unit:

Throughout the 7 units in this module, students should be encouraged to seek out specific information and identify credible choices as a result of the values and needs identified in the preceding module. Teachers should ask students to question the information they have, and to express their critical sense by trying to discover the extent of detail, validity and objectivity of the information. Teachers should then help the students to analyze their attitudes in the processing of information, to understand the impact of their self-images, in terms of prejudices or stereotypes, and to define the credibility they give to their sources of information.

Teachers and students should repeat this type of analysis in Unit 4.221 for the world of school, and in Unit 4.231 for the world of work. In these two units teachers should focus on the accuracy and degree of detail of the information.

See also Unit 4.241.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 11 **Unit 4.241: Checking their personality traits against desired occupations.** **To check** the level of their knowledge with respect to future choices.		
Judgment	1. **To identify** the occupations in which they have the best chance of realizing their potential.	Personality traits and occupations - needs - values - potential
Reflectiveness	2. **To evaluate** the relationships between their personal traits and the occupations that might suit them.	

Orientation of the Unit:

In this unit, students should be encouraged to explain how their self-images and personal dynamics come into play during the decision-making process for checking the level of detail of their knowledge. Teachers should help students to trace the evolution of their personal traits and characteristics, philosophies of life, life styles and potential.

Teachers should also encourage students to develop a sense of reflectiveness, to enable them to verify all the information that they will have to consider when faced with the career choices they will ultimately have to make.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 12 **Unit 4.231: Evaluating characteristic features of occupations.** **To compare** reference sources on occupations using well-defined criteria.		
Discrimination	1. **To examine** the most characteristic and specific factors of well-known occupations.	Characteristic factors of occupations or unusual implications: - sociological, psychological, economic, intellectual
Judgment	2. **To ascertain** the importance of these factors by considering more and more specific information.	

Orientation of the Unit:

In this unit, students should closely examine the occupations with which they are familiar. Teachers help the students to explain how greater detail in their information may be considered a sign of maturity in their decision-making process.

Teachers should help the students to compare their own information on occupations with that provided in books. Through this comparison, teachers should guide the students in their study of the impact of certain factors on known occupations.

In this exercise, teachers and students should work on measuring the unusual implications of some occupations. For example, teachers may point out that forestry engineers spend 90% of their time working in an office. Teachers should stress that this type of specific information is available mainly in monographs, which are an indispensable information source for the students.

See also Units 4.211 and 4.331.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 13 **Unit 4.221: Examining training possibilities.** **To evaluate** how well-informed they are about the possibilities of access to a vocational education.		
Critical sense	1. **To consider** what is specific to each educational program at particular levels and is likely to satisfy them.	Vocational education programs and occupational activities: - secondary level - college level - university level
Judgment	2. **To examine** in depth the different calendars of vocational education programs (and to express their opinion as to their worth in terms of specific information.)	

Orientation of the Unit:

In this unit, teachers and students should focus on accuracy and detail of information during their analysis of vocational education programs. The students should also be made aware of the various required levels of mastery of vocational education programs at the secondary, college and university levels. Teachers should help students to establish relationships between the levels of occupational activities and the corresponding vocational education program calendars.

See also Units 4.211, 4.222 and 4.212.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 14 **Unit 4.212: Seeking additional information.** **To look** for the most specific information possible, taking into account the discrepancy perceived between the information they have and the information they need.		
Reflectiveness	1. **To compare** the information that is available with the information that is required, to discover the best ways of filling the gaps.	Supplementary information
Discrimination	2. **To ascertain** that the amount, quality and accuracy of their information enable them to reach satisfactory decisions.	Detail of information, quality of decisions

Orientation of the Unit:

In this unit, students should be encouraged to reflect on the information they have collected to date. Teachers should help them understand that a satisfactory decision is based essentially on the diversity, quality and detail of complete information. Students should also be encouraged to show that they are able to differentiate satisfactory decisions from hasty ones by querying whether or not they have gathered all the information necessary for making an informed decision.

See also Units 4.241, 4.231, 4.221, 4.232 and 4.222.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 15 **Unit 4.232: Seeking information suitable to their personalities.** **To find** the types of information that are the most specific and the most suitable to their personal characteristics.		
Reflectiveness	1. **To compare** their usual ways of seeking information about occupations with the methods proposed by some classification systems.	Information about occupations: classification systems: - CUISEP (Classification unique en information scolaire et professionnelle) - CCDO (Canadian Classification and Dictionary of Occupations)
Discrimination	2. **To differentiate** among occupations by comparing the image they have of them.	

Orientation of the Unit:

By using classification systems and checking on other occupations that could suit them, students should be encouraged to complete their search for specific information on occupations in this unit, before prioritizing, in Unit 4.331, the ones that are the most desirable and sensible for them.

Students should learn to take an interest in evaluating other possible choices, and in doing so, to verify the knowledge they have about their personal characteristics, and to get ready to identify, in Unit 4.222, educational programs that are best suited to their personal and scholastic needs.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 16 **Unit 4.222: Identifying educational programs.** **To identify** among the various educational programs available, the ones that are most suitable to their personal characteristics.		
Critical sense	1. **To evaluate** what it will mean to them to continue their studies in the future.	Further studies: - personal values
Judgment	2. **To examine** the objectives and content of educational programs, and **to identify** the one that is most suitable to their personal characteristics.	- objectives and content of program

Orientation of the Unit:

In this unit, teachers should help students objectively and critically examine educational programs and their students' educational future. Teachers should encourage the students to become interested and involved in ascertaining what continuing their education means to them, given their individual characteristics.

See also Units 4.141, 4.241, 4.321 and 4.421.

4.3 The students should evaluate the choices they plan to make in terms of desirability and feasibility.

In each unit, the students are encouraged to develop:

ATTITUDES	**SKILLS** **(Intermediate Objectives)**	**KNOWLEDGE** **(Related Content)**
Sequence 17 **Unit 4.311: Evaluating circumstantial aspects of their choices.** ✔ **To evaluate** the desirability and feasibility of the possibilities open to them.		
♥ Responsibility	1. **To evaluate** all the plans that seem desirable and attractive to them.	Desirability of plans
♥ Reflectiveness	2. **To prioritize** these plans while taking into account those individual values which they are not willing to sacrifice.	Links and relationships between past, present and future decisions
👁 Confidence	3. **To identify** the factors that make the realization of their plans more or less feasible.	Feasibility of plans: - personal constraints . skills . interests . values, needs . beliefs, opinions . competence - external constraints . fixing of quotas . choice . economic conditions . mobility, unemployment . trends in the job market

Orientation of the Unit:

In this unit, students should become involved in evaluating plans which could help them realize their potential. Once the students feel that their research and classroom work have provided them with the necessary information about themselves and possible occupations, they should be encouraged to evaluate the options critically, according to which are the most desirable. Teachers should also help students to examine any circumstantial factors that may affect the feasibility of their choices.

See also Units 4.112, 4.212, 4.241, 4.331 and 4.341.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 18 **Unit 4.341: Establishing their limitations and identifying skills.** **To tell** how easy or difficult it is for them to make informed and satisfactory choices.		
Discrimination	1. **To become aware** of the personality traits that are apt to limit their choices.	Personal limitations and decisions
Confidence	2. **To examine** other skills and aptitudes that may compensate for their limitations in the realization of their plans.	Compensatory skills and aptitudes

Orientation of the Unit:

In this unit, teachers should introduce a new concept: compensatory skills. This concept should be of help to students when they evaluate their options in subsequent units. Teachers should also help students to identify their personal limitations which could be detrimental to their decision-making process. Then, emphasizing positive self-images and the students' accomplishments, the teachers should help the students to indicate the compensatory skills that will enable them to carry out their plans.

See also Units 4.441 and 4.331.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 19 **Unit 4.331: Prioritizing desirable and feasible occupations.** **To evaluate** the most desirable and feasible vocational plans in the light of their personal and the external circumstances.		
Confidence	1. **To evaluate** the most desirable occupations for them and to compare them in terms of the dimensions of their personality.	Most desirable occupations
Responsibility	2. **To prioritize** by desirability all the vocational plans which fulfill essential aspects of their personality.	
Confidence	3. **To evaluate** the importance of external circumstances in the evolution of the occupations they are considering.	Circumstances: - evolution of the world of work - mobility - upgrading
Reflectiveness	4. **To consider** the evolution of the occupations they are considering in the context of economic and technological evolution.	
Confidence	5. **To prioritize** by probability the plans that are most likely to be realized.	Most probable occupations

Orientation of the Unit:

In this unit, students should be asked to arrange all the vocational plans that they have selected to date according to their desirability. In other words, students should determine which plans best comply with the essential elements of their personal identities. Teachers should then help the students to compare each plan with respect to ways in which it helps the students to develop their potential. Students should be encouraged to examine the influence of external circumstances on the most desirable occupations. Teachers should help the students to prioritize the vocational plans that are the most likely to materialize.

See also Units 4.131, 4.133, 4.232, 4.241 and 4.431.

<table>
<tr><th>ATTITUDES</th><th>SKILLS
(Intermediate Objectives)</th><th>KNOWLEDGE
(Related Content)</th></tr>
<tr><td colspan="3">Sequence 20
Unit 4.321: Evaluating the contextual realities of their educational decisions.
To evaluate the desirability and feasibility of the programs leading to the realization of their plans.</td></tr>
<tr><td>Judgment</td><td>1. To compare the most desirable vocational preparatory programs.</td><td>Vocational preparatory programs:
- high school
- college
- university</td></tr>
<tr><td>Confidence</td><td>2. To measure the impact of certain realities on the feasibility of their educational plans.</td><td>Academic contextual realities:
- performance
- school results
- financing studies
- value of diplomas
- continuing education
- finding a job</td></tr>
</table>

Orientation of the Unit:

In this unit, teachers should help students to compare the most desirable educational programs, previously identified by the students. They should then work with the students to measure the impact of certain contextual realities on the feasibility of the plans for their education.

See also Units 4.221 and 4.222.

4.4 The students should make decisions based on all the elements already considered in the context of their decision-making process.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 21 Unit 4.411: **Weighing the role of skills and styles of decision-making.** ◎ **To become aware** of the role played in a decision by decision-making skills and styles.		
◎ Discrimination	1. **To discover** that a decision is either a synthesis or a compromise based on multiple criteria.	Nature of a decision
◎ Confidence	2. **To examine** the role of decision-making skills and styles.	Role of critical thinking skills: - role of decision-making styles . impulsive, fatalistic, original, intuitive, organized
◎ Discrimination	3. **To choose** the decision-making styles that are appropriate to particular contexts.	Decision-making contexts: . with certainty . with risk . with uncertainty
♥ Judgment	4. **To evaluate** the role played by an attitude (such as the inclination to take risks) in the synthesis of desirability and feasibility.	Inclination to take risks: - its role in a decision
♥ Reflectiveness	5. **To evaluate** the amount of responsibility they are ready to assume with respect to the consequences of their decision.	Personal responsibility

Orientation of the Unit:

Module 4.4 is about decision-making. In the first unit on decision-making strategies, teachers should help the students become aware of the roles played by the mechanisms involved in the act of making a decision. Decision-making should be presented either as a compromise or a synthesis, in other words, the results of an evaluation. Students are also exposed to different decision-making styles: impulsive, fatalistic, pleasant, organized or intuitive. Three decision-making contexts may be examined: making a decision in a situation involving risk, certainty or uncertainty.

Students should be made to realize that all decisions they make come from them and from them alone, and that they should assume all responsibility for their decisions.
See also Units 5.111, 4.431 and 4.421.

<table>
<tr><th>ATTITUDES</th><th>SKILLS
(Intermediate Objectives)</th><th>KNOWLEDGE
(Related Content)</th></tr>
<tr><td colspan="3">Sequence 22
Unit 4.431: Choosing occupations in a realistic and appropriate way.

To make vocational choices that are realistic with respect to society and congruent with respect to themselves.</td></tr>
<tr><td>Discrimination</td><td>1. To make vocational choices and to evaluate the implications and consequences of their decisions.</td><td>Choosing occupations:
- consequences and implications</td></tr>
<tr><td>♥ Responsibility</td><td>2. To assume responsibility for their choices.</td><td></td></tr>
</table>

Orientation of the Unit:

Students should be encouraged to take a comprehensive look at all the knowledge they have acquired since beginning the exploration, and to integrate it in a global evaluation that satisfies all the criteria they have set for themselves.

Students should then be encouraged to take the exercise a step further by realistically choosing occupations, evaluating the implications of their choices in order to assume all responsibility for them. Students will be given the opportunity to reevaluate their decisions in Unit 5.131.

<table>
<tr><th>ATTITUDES</th><th>SKILLS
(Intermediate Objectives)</th><th>KNOWLEDGE
(Related Content)</th></tr>
<tr><td colspan="3">Sequence 23
Unit 4.421: Choosing programs of studies.
To choose the programs of studies most suitable to their vocational choices.</td></tr>
<tr><td>Discrimination
Confidence</td><td>1. To evaluate the outcomes of all the education paths they could possibly take to realize their vocational choices.
2. To select their courses intelligently.</td><td>Choosing programs of studies</td></tr>
</table>

Orientation of the Unit:

In this unit, students should be encouraged to choose the specific educational programs, from all the possible programs listed in the calendars, that are best suited to their occupational choices. When doing these exercises, teachers should help the students to examine the possible consequences of their choices of programs and should refer them to the contextual realities studied in Unit 4.321.

See also Units 4.221, 4.222, 4.321 and 5.121.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 24 **Unit 4.441: Examining the elements involved in their decisions.** **To weigh** all the factors that had a bearing on their decision and to recognize that all decisions imply the mastery of attitudes.		
Discrimination	1. **To examine** the aspects of their personalities that cannot be completely realized in their choice.	Aspects of personality not considered in their choice
Reflectiveness	2. **To take stock** of the aspects of their personalities which they did not consider in making their choices, and to determine the reasons why they were overlooked.	
Judgment	3. **To bring out** the underlying reasons why they choose certain activities outside their occupations in order to realize certain important aspects of their personalities.	
Responsibility	4. **To assume** responsibility for having postponed the consideration of certain aspects of their personalities which they did not emphasize in making their choices.	

Orientation of the Unit:

During the course of these exercises, teachers should emphasize that in all decisions, certain aspects of the students' personal identities cannot be satisfied. Teachers should help students become aware that they have to postpone trying to satisfy these aspects, or find activities outside work that are fulfilling. In this unit, teachers should provide the students with the opportunity to evaluate their decisions on occupations and to take the necessary measures for fulfilling aspects of their personalities that were excluded from their choices.

See also Units 4.142 and 5.431.

Secondary V

CAREER CHOICE EDUCATION
Secondary V

Vertical and Horizontal Programming Tables of the Units

Titles of the Modules and Units and Summaries of the Related Content

Implementing the decision

General Objective of the Level

The students should implement the decisions they made previously, by planning all the stages of their educational and occupational decision-making process.

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
Revising the stages and implications of their decisions. 5.1 The students should review the stages of their decisions as well as their implications, and ascertain the stability and firmness of their choices.	1	Becoming involved in implementation behaviours (T.O. 5.111) Relational thinking Intellectual skills required Stages in the decision-making process			
	2		Reviewing and analyzing their progress in school (T.O. 5.121) Consequences of previous educational choices Conditions of admission		
	3				Reexamining their self-images as future workers (T.O. 5.141) Images of themselves as future workers

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	4			Reevaluating their vocational choices (T.O. 5.131) Implications of the choices of occupation	
Planning and carrying out the stages in implementing their choices. 5.2 The students should plan and carry out the stages in implementing their choices.	5	Organizing plans of action (T.O. 5.211) Plans of action			
	6				Planning their personal development (T.O. 5.241) Personal development plans
	7			Preparing for their integration into the labour market (T.O. 5.231) Preparatory stages to integration into the labour market Job-hunting plans	
	8		Planning their future education (T.O. 5.221) "Application for admission" procedures		

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
Anticipating the difficulties in implementing their decisions. **5.3 The students should anticipate the difficulties in the implementation of their choices.**	9	Taking stock of possible constraints **(T.O. 5.311)** Possible difficulties in their immediate future			
	10				Anticipating the difficulties in personal development in the projected occupations **(T.O. 5.341)** Difficulties in personal development and demands of the projected occupations
	11			Impact of the technological revolution on their decisions **(T.O. 5.331)** Technological revolution and occupational choices	
	12			Repercussions of the future economy on their career choices **(T.O. 5.332)** Future economy and occupational choices	
	13			Acquiring a knowledge of labour law **(T.O. 5.333)** Labour law	

GENERAL OBJECTIVES OF THE MODULE	Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
	14		Anticipating the impact of academic achievement **(T.O. 5.321)** Impact of academic achievement on educational goals		
Consolidating their decisions. **5.4** The students should maintain their choices, and then formulate alternative choices if necessary.	15	Reconsidering the program **(T.O. 5.411)** Means and difficulties of plans of action			
	16				Sustaining their self-images in the occupations they are considering **(T.O. 5.441)** Skills, potential and occupational choices
	17			Rethinking their life styles **(T.O. 5.431)** Life styles and projected occupations Complementary activities	
	18		Organizing new plans of action for educational pursuits **(T.O. 5.421)** Organizing new plans of action and programs of study		

GENERAL OBJECTIVES OF THE MODULE

Sequence	Decision-making Strategies	World of School	World of Work	Personal Identity
19	Developing alternative plans (T.O. 5.412) Alternative plans of action			
20				Seeking elements of their personalities that can be developed (T.O. 5.442) Personality potential and other vocational choices
21			Developing other career plans (T.O. 5.432) New career plans	

5.1 The students should review the stages of their decisions as well as the implications of them, and ascertain the stability and firmness of their choices.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 1 **Unit 5.111: Becoming involved in implementation behaviours.** **To understand** the necessity of eliminating all doubts about their vocational choices through engaging in relational thinking.		
Implication	1. **To acquire** the intellectual skills necessary to eventually realize their vocational choices.	Relational thinking and intellectual skills: - deducing - anticipating - applying - generalizing - planning - developing
Certainty	2. **To review** the implications of each of the preceding three stages in the decision-making process.	Stages (or behaviours) in the decision-making process: - exploring a variety of information - crystallizing their vocational preferences - specifying their vocational preferences

Orientation of the Unit:

To begin the implementation phase, students should be encouraged to do a comprehensive retrospective analysis of the stages of their progress since the exploration stage, as well as to reconsider the elements of information that are meaningful to them. In order to do this, the students should adopt new attitudes, such as personal involvement and confidence, so that they can justify to themselves the accuracy and validity of the vocational choices they made in Unit 4.431.

In Unit 4.411, the students examined and carefully selected skills and decision-making styles that should now be useful to them in this phase of implementing their decision. In the next unit, Unit 5.121, the students should continue their retrospective, but this time they should focus on their educational progress. Once the students are certain of their choices, they will more easily be able to undertake the planning exercises in Module 5.2.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 2 **Unit 5.121: Reviewing and analyzing their progress in school.** **To review and analyze** their progress in school, and its consequences.		
Determination	1. **To evaluate** the consequences of previous educational choices.	Consequences of educational choices
Practical sense	2. **To deduce** from this analysis the conditions of admission and the procedures to follow for the kinds of studies they may choose in the future.	Admission conditions and procedures: - secondary vocational courses - college courses

Orientation of the Unit:

Continuing the review and analysis undertaken in Unit 5.111, the students should now reexamine the stages of their progress in school and the important information that led them to make their educational choices.

By Unit 5.221, the students should be adequately prepared to apply for admission.

See also Units 5.111 and 4.121.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 3 **Unit 5.141: Reexamining their self-images as future workers.** **To reexamine** their self-images as future workers.		
Implication	1. **To ascertain** that what they hope to find in their chosen occupations is to a certain extent a means of self-realization.	Occupations as an extension of their personal identities.
Certainty	2. **To make sure** that their self-images as individuals correspond to their concepts of themselves as future workers.	Self-images as future workers

Orientation of the Unit:

In this unit, students should be encouraged to reflect self-confidently on their manner of perceiving their chosen occupations, by asking themselves if these occupations coincide with the conceptions of work, personal values as related to work and personal characteristics that they defined during the specifying phase.

This exercise will facilitate the work of questioning their choices that they should carry out in the following unit, and when they develop alternative career choices in Unit 5.4.

See also Units 4.131, 4.241 and 4.341.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 4 **Unit 5.131: Reevaluating their vocational choices.** **To reevaluate** their vocational choices.		
Efficiency	1. **To weigh** the implications of their vocational choices against those of other choices that were less appealing to them.	Implications of their choices
Determination	2. **To eliminate** possible fears which may persist about making mistakes in their choices.	Formulating their choices

Orientation of the Unit:

Students should carry out this study of their vocational choices before becoming involved in the next module on the planning and implementation of their choices.

In order to do this, the students could use the information that they evaluated in the specifying phase, bearing in mind ideas including the personal values they ascribe to work (Unit 4.131), their values and needs (Unit 4.133), and their personal traits (Unit 4.241).

All reexaminations give rise to a certain insecurity; this feeling may, however, be alleviated if the students learn to develop attitudes such as persistence, a concern for efficiency and a sense of pragmatism.

5.2 The students should plan and carry out the stages in implementing their choices.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 5 **Unit 5.211: Organizing plans of action.** **To consider** the implications of their choices and to know its requirements.		
Efficiency	1. **To plan** the sequence of the actions they will have to take, stage by stage and in logical order.	Plan of action of measures to be taken: - stages - objectives - conditions
Determination	2. **To establish** the long, short and mid-term objectives for each stage, and the most favourable conditions for achieving these objectives.	

Orientation of the Unit:

Once the students have experienced the stability and certainty of their choices by reviewing the stages of their decision-making process, they should be now encouraged, in the next four units, to plan and develop the stages that will enable them to achieve their occupational goals.

In this first unit of Module 5.2, students should learn to make comprehensive plans of action including measures for establishing objectives and favourable conditions of implementation for each stage.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 6 **Unit 5.241: Planning their personal development.** **To plan** their personal development.		
Implication	1. **To analyze** their actual skills in relation to the skills required by the occupations they are considering.	Actual skills and required skills
Insight	2. **To develop** plans for improving certain personal traits if necessary.	Plans for developing personal traits

Orientation of the Unit:

In this unit, teachers should encourage students to learn to plan how they could improve certain personal traits which are necessary for performing their chosen occupations.

See also Units 4.311, 4.441, 4.411 and 5.341.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 7 Unit 5.231: **Preparing for their integration into the labour market.** ⚙ **To prepare** themselves for entering the labour market.		
◎ Determination	1. **To anticipate** all the steps they will have to take to enter the labour market.	Employment: - preparatory steps . curriculum vitae . job interviews . letters of introduction . etc.
♥ Practical sense	2. **To develop** plans in which all these steps are integrated into an overall process.	- job-hunting plans
♥ Determination	3. **To look** for information that is available from certain community services.	Information from community services: - employment centres in Québec and Canada . student placement centres . personnel departments of businesses

Orientation of the Unit:

In this unit, students should be given the opportunity to delve into more detail concerning the measures they must take in order to choose occupations. Students should be encouraged to plan each of the steps, and to look for information which is available from community services employment centres (their organization, services, personnel, etc.)

See also Unit 5.211.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 8 Unit 5.221: **Planning their future education; "application for admission" procedures.** **To program** their future education.		
Determination	1. **To take** the required steps that will give them access to the next level of general or vocational education.	Detailed procedures of the "Application for admission" exercise: - for secondary level vocational courses - for college - for university

Orientation of the Unit:

While continuing to concentrate on their integration into the job market, the students should adequately structure their registration procedures for academic education at the college level or vocational training at the secondary or college level.

The students should be well informed and take the necessary steps within the time limits set by the institutions so as to avoid complications that are often annoying (refusals, closed options.)

While filling out these forms, the students will have the opportunity to become aware of academic, physical or material demands, which they will have to meet in the short or mid-term.

5.3 The students should anticipate the difficulties in the implementation of their choices.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 9 **Unit 5.311: Taking stock of possible constraints.** **To anticipate** all the obstacles their plans may possibly encounter.		
Implication	1. **To develop** a sense of anticipation by remaining positive in their perception of events.	Personal planning: - perceiving events - difficulties and constraints to progress
Insight	2. **To evaluate** the difficulties they may encounter in the process of planning.	

Orientation of the Unit:

Although the students may have planned the steps for implementing their vocational choice, teachers should make them aware of possible problems and prepare the students for handling them. In Module 5.3, the students should therefore be encouraged to persevere, despite events that could complicate their planning progress as students or as future workers in search of jobs. While remaining consistent with an overall plan, the students should learn to become accustomed to extrapolating and efficiently evaluating difficulties and set-backs.

See also Units 5.341, 5.331, 5.332, 5.333 and 5.321.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 10 **Unit 5.341: Anticipating the difficulties in personal development in the projected occupations.** **To anticipate** the difficulties in developing themselves in such a way as to satisfy adequately the requirements of the occupations they are considering.		
Implication	1. **To anticipate** the difficulties in preparing themselves on several levels for the occupations they are considering.	Difficulties in the development process and requirements of the chosen occupation: - skills and competencies - productivity, autonomy - social involvement - adapting to the job

Orientation of the Unit:

Students should be encouraged to anticipate any obstacles to their personal development. Teachers should help the students examine such difficulties as realistically as possible and on several levels: their skills and competencies; their level of productivity on the job; their degree of social involvement; and the extent of flexibility and adaptability required by a job.

See also Units 4.341, 5.241, 4.131, 5.141, 4.441, 4.431 and 5.441.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 11 Unit 5.331: **Impact of the technological revolution on their decisions.** **To anticipate** the possible repercussions of the technological revolution on their occupational choices.		
Insight	1. **To evaluate** the consequences and constraints of scientific discoveries, automation, cybernetics, and technological developments.	Scientific developments: - consequences - constraints

Orientation of the Unit:

In a rapidly changing world, students should give some thought to their prospects in the world of work. In this unit, students should reexamine the impact of progress on the work situation so as to evaluate the consequences on the occupations they have chosen: will the tasks be modified? If so, how? What will the employment trends be? will there be greater job mobility? Will recycling be necessary?

See also Units 3.234 and 5.332.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 12 **Unit 5.332: Repercussions of the future economy on their career choices.** **To consider** the possible repercussions of the economic situation on their career plans.		
Practical sense	1. **To anticipate** the different influences of the economy on the occupation they are considering.	Consequences of the economy on their careers
Insight	2. **To determine** the possible evolution of their careers.	Possible evolution of their careers
Practical sense	3. **To infer** the modifications they should make in terms of steps and changes in their occupational life.	Possible changes in their occupational lives

Orientation of the Unit:

In this unit, students should be encouraged to continue reflecting on the repercussions of the technological revolution on their occupational choices. The purpose of this continued probing is to anticipate the ways in which the students' careers might develop, given what they have learned in the previous unit, or the ways in which the economic situation may change. Then, focusing on the students' practical sense, teachers should help the students to extrapolate the possible modifications to their future lives in the world of work.

See also Unit 5.331.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 13 Unit 5.333: **Acquiring a knowledge of labour law.** ⊛ **To anticipate** the steps they will take to enter the labour market by familiarizing themselves with its many regulations.		
♥ Determination	1. **To recognize** the usefulness of the laws and regulations respecting workers and employers.	Structures and operation of the world of work. - legislation respecting workers . work code . minimum wage . work-related accidents . Québec pension . health and safety at work
♥ Implication	2. **To identify** the rights and responsibilities which they will have to assume as workers in their future work environment.	- legislation respecting organizational structure . union collective agreements . partnership, incorporation . parity committees

Orientation of the Unit:

In this unit, students should be encouraged to familiarize themselves with the realities they will have to face when they enter the job market.

Although the students observed these ideas in the exploring phase (Unit 2.134 and others), they will understandably become more deeply involved in studying the implications of these realities as their choices become solidified.

At this time, teachers should provide students with the opportunity to obtain a greater understanding of the laws and regulations respecting workers and employers, and in so doing, to recognize the usefulness of these rules.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 14 Unit 5.321: **Anticipating the impact of academic achievement.** **To anticipate** the impact of their school results on planning their studies.		
Insight	1. To **extrapolate** from their school results the difficulties that may keep them from implementing their plans.	Impact of their school results: - certification - diploma

Orientation of the Unit:

On the basis of the students' previous exercises in becoming aware of their personal limitations, and of their complementary skills, as well as their review and analysis of their progress in school to date, the students should now explore possible problems in their future educational path.

Teachers should help students learn how to see these problems as challenges. Students should focus on the possibility of improving their school results by changing their study methods, making better use of their time, and ensuring that their knowledge of requirements for obtaining the diploma(s) that they wish to earn, is accurate.

See also Units 4.341 and 5.121.

5.4 The students should maintain their choices, and then formulate alternative choices, if necessary.

In each unit, the students are encouraged to develop:

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 15 **Unit 5.411: Reconsidering the program.** **To rethink** the planning designed earlier, based on their new awareness and knowledge of the difficulties in realizing their choices.		
Determination	1. **To reprogram** the particular elements to consider in their choices.	New plans of action: - elements to be considered - means used
Insight	2. **To use** other means to overcome certain difficulties related to the new plans of action.	

Orientation of the Unit:

Each unit in this final module is geared toward helping students to consolidate their career choices. The students should be supported as they attempt to reprogram the elements of which they became aware in Module 5.3. Teachers should help the students revise their images of themselves as future employees and of their projected life styles. They should then work with the students to develop alternative plans that are likely to help them realize their objectives.

See also Units 5.441 and 5.431.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 16 **Unit 5.441: Sustaining their self-images in the occupations they are considering.** 🎩 **To sustain** their self-images in the occupation they are considering.		
♥ Implication	1. **To rethink** the actions they must take in order to develop and realize their skills and potential in their occupational choices.	Skills and potential

Orientation of the Unit:

In this unit, students should continue the exercises in developing potential that they have previously undertaken. This reexamination should help the students discover actions to take to minimize their limitations and maximize their strong points. Teachers should encourage the students to invest emotionally in the research of these other elements of their personality, in order to develop realistic and satisfactory alternative choices.

See also Units 5.241, 5.341 and 5.442.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 17 **Unit 5.431: Rethinking their life styles.** **To rethink** their life sfyles after having become aware of the difficulty of fulfilling all their hopes and expectations in the occupations they are considering.		
Practical sense	1. **To contemplate** other activities that would complement their work and offer them the most complete self-realization possible.	Life style: - recreational activities

Orientation of the Unit:

In this unit, students should be encouraged to concentrate once again on the activities that would complement their work and thus help them realize their full potential. Students and teachers should discuss recreational activities, which have been seen for several years as becoming very important in the life styles of the future.

See also Units 4.132 and 4.441.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 18 **Unit 5.421: Organizing new plans of action for educational pursuits.** **To have available** a set of solutions that will enable them to pursue their education despite the difficulties anticipated.		
Determination	1. **To develop** new plans of action adapted to the difficulties that will emerge in the course of their studies.	Plans of action for their education: - continuing education - recycling - loans, scholarships and bursaries - summer courses

Orientation of the Unit:

Very often the students hold prejudices with respect to post-secondary education, such as, that university is unattainable, that there is a lack of discipline in the colleges, etc. Students frequently develop phobias with regard to ministry-prepared examinations.

At this stage of the students' vocational development, teachers should try to allay these fears, by continuing to help students to find solutions to the difficulties that they may encounter in their education.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 19 **Unit 5.412: Developing alternative plans.** ✓ **To develop** alternative plans if the anticipated difficulties turn out to be insurmountable.		
Determination	1. **To make** the necessary changes to their plans by using their problem-solving skills.	Problem-solving process
Practical sense	2. **To develop** plans that suit their objectives.	Alternative plans of action

Orientation of the Unit:

With a concern for properly consolidating their decisions, the students should again be encouraged to persevere, using their practical sense for developing alternate plans in case they face insurmountable problems in the plans that they have already formulated.

See also Units 5.441 and 5.421.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 20 Unit 5.442: **Seeking elements of their personalities that can be developed.** To find other elements of their personalities to be developed to allow other vocational choices.		
Practical sense	1. **To follow procedures** to identify and develop elements of their personalities better suited to the new circumstances.	Potential elements of their personalities and other vocational choices.
Implication	2. **To set** themselves other **goals** and objectives which consider the new circumstances.	

Orientation of the Unit:

In this unit, students should be encouraged to withstand the frustrations of another examination of elements of their personalities, in the event they might have to choose different occupations. These new career choices will be developed in the following unit.

See also Units 4.341, 4.441, 5.241 and 5.431.

ATTITUDES	SKILLS (Intermediate Objectives)	KNOWLEDGE (Related Content)
Sequence 21 **Unit 5.432: Developing other career plans.** **To develop** other career plans which resemble the first ones in several ways.		
Determination	1. **To review** and do an analysis of employment structures, the interdependence of occupations, and the interdependence of workers.	Development of vocational choices: - links among occupations - employment structures
Implication	2. **To formulate** other vocational choices if it is impossible to implement their first vocational choices.	Alternate vocational choices

Orientation of the Unit:

Once teachers emphasize the ideas of the interdependence of occupations and the complementarity of workers to help the students plan their future more effectively, they should help the students to formulate different occupational choices. This task completes the students' attempts at making realistic career choices which are suited to their abilities.

See also Units 1.333, 3.232, 1.322, 2.134, 3.131, 4.232 and 5.333.

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